

It almost defies belief that anyone could have thought the last Great Debate so unqualified a success that it might be worth repeating in an even lower key. When Shirley Williams embarked on her series of so-called public discussions about education policy, it was at least launched on the crest of the wave thrown up when the then Prime Minister, James Callaghan, plunged in with his critical Ruskin speech about standards.

Long before the education stage army finished touring the county to the chosen debating venues, any hopes that new ideas or understanding might come out of them had been largely drowned in what turned out to be a sea of boredom; and even before they began it was clear that the ordinary public would not be allowed to join in what was supposed to be their debate. Everybody was speaking on behalf of one of the usual groups.

Whatever could have possessed the Government and the DES to think that a mini-debate series now could enhance the image of either in any way? In the first place even some ministers and officials have seemed uncertain what the purpose of the debate is; in the second the audience has been selected on a basis of even more rampant tokenism than last time.

Opening the meeting in Birmingham's gilded council chamber this week the education secretary, Mr Mark Carlisle outlined his view of their purpose as a DES public relations exercise. Through these meetings the department hopes to give industry, schools and local authorities a clearer picture of government aims and curriculum policies and to find out how local authorities and employers work together and to encourage more to do so.

There followed some of the arguments traditional on such occasions about whether schools criminally misunder-

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Can Son of Great Debate succeed?

stand industry or if it's a case of industry crassly misunderstanding schools. But even that lacked much of its usual bite. This may have been because teachers and trade unionists were conspicuous by their absence. The National Union of Teachers took umbrage and boycotted the conference because teachers were invited through their employers and not through their unions.

This absence meant teachers lost a great opportunity to question not only education ministers about their policies in public, but also senior civil servants like Mr Philip Halsey and Miss Sheila Browne, the chief HMI, which may explain why the audience was so carefully selected.

They were not so much hand-picked as system-blocked, which is probably less fallible. Representatives of chambers of commerce and the CBI were there to

speak for industry, or more accurately to listen for industry. For education, each local authority in the West Midlands was asked to nominate four people — an elected member, an officer (usually the CEO) and two teachers, one of whom should be a headteacher. The TUC was also invited to send representatives but it either stuck by the NUT's boycott or kept its head down.

The occasional sour note crept into the discussion about the desirability of a centrally directed curriculum or the shortage of mathematics teachers or money; there was the occasional delicious absurdity such as the insistence on talking about not only "the world of work" but also "the world of life". But generally the West Midlands audience was tame enough.

The two ministerial chairmen — Mr Carlisle, and later in the day, Mr Neil

Macfarlane—trawled for and got wide approval for their outline proposals for a new 17 plus vocational examination for the new 16 plus system. Their repeated advocacy of more school and industry links or profile assessments for pupils without CSE or O levels were, not surprisingly, found to be unexceptionable.

A few practical snags got as much such as the difficulty of finding suitable places for all those who wanted experience or for teachers to find time to organize it all, but at the end of the day it was hard to see what, if anything, had been achieved by this piling on the converted. The outside view was represented by at most 20 industryists at Birmingham. And is a sample meeting really the only channel of communication the DES has with CBI, and education committee chairmen?

As with each of these meetings, a secondary school in the area covered their will now receive from the report on what transpired at the conference. But in the circumstances that are unlikely to inspire many of them with new links with industry or even any practical suggestions to them would like to. Neither are the employers who attended the unlikely to set the whole of the industry West Midlands ablaze with zeal wish to beat down the schools to offer help.

As it happens, a very much more account of how to forge worthwhile links between school and industry, and to them to inspire the curriculum in the direction of technological skills, is on page four of the TES this week. George Walker, head of a Stewards' comprehensive school. He does not look quick or easy, but his article states that such links can really be forged school by school, and he takes time and the commitment of one concerned, rather than the pious hopes in public.

Comment

Magnanimous in victory

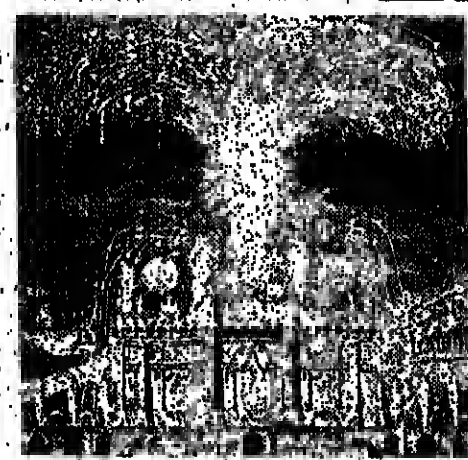
After the years of prevarication about a 17-plus exam, things are now moving apace. The City and Guilds Institute—widely tipped to form the validating body for the new vocational exam—announced in last week's *Green Paper*—says it is ready to start the new exam next year (see page 9). At the same time the Institute is making it plain that it is willing to temper ambition with an acceptance of, in the words of the *Green Paper*, "other bodies which have expertise to offer" to devising curricula and exams for this group.

The Schools Council is one the Institute clearly believes the Government had in mind. The council, for its part, having been caught on the hop by the surprise announcement, also called an emergency meeting of the exams committee this week where some disappointment at the rejection of the Certificate of Extended Education, is likely to be expressed. The final framing of the council's reply to the government proposals lies with the finance and priorities committee, however, where powerful Department of Education and Science and local authority voices can drown those of the teacher unions.

In spite of the fact that they were specifically ruled out by the Government's *Green Paper*, the City and Guilds Institute is also anxious to include in the new validating body the CSE boards, the champions of the CSE, and of teacher responsibility for examining. Some of them, it seems, have already started to modify their CSE schemes to include more vocational options, as suggested by Keo, and believe their regional position will enable them to assist teachers locally in devising the new 17-plus curriculum.

The CGLI clearly accepts some of these claims no valid—or at least wishes to avoid any division of the 17-plus market which, after a period of rapid expansion, is likely to shrink as the size of the age-group falls. It could be that the Institute recognizes that while the CEE has not won official approval,

its use and development will continue until the alternative is widely available, and even then there is nothing to stop the CSE boards continuing to offer the CEE syllabuses to sixth forms as a sort of super CSE.



Structure built for a performance of Handel's *Royal Firework Music*—an illustration from *The Oxford Junior Companion* to Music.

Cloth bound colour supplements

Nature books for the under tens, old and space for the older ones: the trends noted by our *Informal* Book Award judges (pages 20 to 21) don't seem to change much. Neither, alas, do the basic editorial mistakes which publishers persist in making year in, year out.

There is absolutely nothing wrong or reprehensible in the "packaging" of books by teams of writers, researchers and designers: some of the TES award winners in past years have fallen into this category. But our judges report this year suggest that the hell-for-leather pursuit of visual gimmickry and the willing submission to the tyranny of the double-page spread are turning increasing numbers of potentially good books into cloth-bound colour supplements. Matters of style and tone, moreover, reveal some publishers to be painfully slow learners. Decades of heavily faceted information books, how seem to it, for example, that "fun" stands for fundamental boredom. Greyness is in some quarters

still all the rage. "Beaches provide useful space for many activities."

And as one judge points out these are often the books which themselves set the pace for classroom activities. The double-page spread in a published book translates all top-ready on to the yawning acres of the nine-year-old's topic book. Publishers sell them, teachers buy them, children absorb them, absorb their fragmented and fragmenting message. Children's publishers bear a greater responsibility than they generally realize: we hope our annual awards help to concentrate their minds.

Who are the truants?

More than 90,000 children will play truant from school today. Much of the blame for this, as the junior education minister, Lady Young, says, must be laid at the doors of the parents, many of whom openly encourage absenteeism. But were this the end of June, rather than the end of October, the number of absentees would be far higher. The brighter pupils would have finished their examinations, and their teachers would give them the usual prize—permission to remain at home for the remainder of the term. But as new research shows (see page 5) the epidemic of absenteeism as the invigilator calls time is in itself a cause of truancy.

People lower down the school, who feel they are not desired for the examination hall (exams are only designed for 60 per cent of the ability range) think, with some justification, that education in school is geared largely if not solely towards examinations; and if they have no interest in exams then they have no interest in school.

Lady Young's appeal to parents to exercise their responsibilities will, as she must be aware, have little effect. The Conservative Government has strengthened the rights of those parents who want to exclude their children from school. Those to whom her remarks are addressed may be as reluctant to have anything to do with school as their children.

A more fruitful course of action would be to re-examine the provision we make for up to 40 per cent of our children and how to encourage them to come to school.

A small but significant step would be to keep the examination candidates in the system right until the last day of term, possibly with the emphasis on school organized trips and projects. Perhaps the message will filter down that school is not just an examination factory.

Introducing a scheme like this where money is being cut. The new proposal will not fail to appeal anyone who promotes children in state schools, where parents being paid to the home. Yet the scheme is underfunded—the result of funds to placate the Treasury before the Nor are school heads much the more the criteria for selecting children who were at a conference last November on humanitarian instincts are bound to be them towards taking the positive view that they are also looking for a shoulder at Labour's threat to the scheme and land them with the bill.

It is still a muddle of a scheme whatever its intentions, is over-ambitious above all, ill-thought. Over many instructions pour out of the DES as desperation seems to hang over the teachers involved. Last Saturday's letter to them to "live dangerously" in the face of Labour's threat may be a risky move, but it is a shaky way to start an educational enterprise for beset children.

No comment

Requests for collection of *Poisonous* should be directed to *BO/DE/10/80* Centre for Learning Resources, circular to heads of schools.

NEWS

New system could shift London grants

by Sarah Bayliss

County councils such as Wiltshire and Cheshire stand to gain as much as £10 million each in extra government money next year while the inner London Education Authority could lose up to £117 million in grant.

Detailed papers prepared by the Department of the Environment show that two out of three options being considered for the new system of rate support grant favour a huge shift of cash away from London with the rest of the country getting a bigger share.

The inner London boroughs and the ILCA could suffer major losses; the outer London boroughs which each run an education service would be hit, but less severely.

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The Government's choice between options and mechanisms will remain secret until November 21 when Mr Heseltine, the Environment Secretary, announces the rate support grant.

As predicted in the *TES* on October 3, many local education authorities could do better out of the new black grant system; apart from most county councils benefitting, some metropolitan authorities, notably all those in the West Midlands, could qualify for more grant.

The papers, prepared for a meeting with ministers at the joint consultative council on local government finance last week, have now been sent to local councils by the local authority associations. For the first time finance officers can

see for themselves what the effect of block grant might be on their local budgets.

Under the first option (Option A) the 36 metropolitan districts and the 39 county councils which all run education departments stand to benefit about equally. Under the second option (Option B) the county councils would benefit much more than other authorities; it is therefore the favourite of the Association of County Councils.

The third option (Option C) is not thought to be under serious consideration by the Government. It is the most like the existing system and would help London at the expense of the counties.

The difference between the options reflects three different

ways of assessing local authorities' spending needs, and hence their entitlement to grant.

Under option A county councils could be entitled to between £92m and £202m more in grant. Some shires would qualify for a large increase: Wiltshire (£9.9m), Cheshire (£12.6m), Hertfordshire (£10m) and Staffordshire (£6m). In nine cases the redistribution would go against the trend: Essex, East Sussex, Humberside and Norfolk would all qualify for less grant.

Among the metropolitan authorities, 13 towns and cities could be worse off including Salford, Manchester, South Tyneside and Wakefield. The better off would include Birmingham, Coventry, Sandwell and Solihull, all in the West Midlands.

Scrapman to the rescue

A scrap merchant in Suffolk has given five van loads of old wood to craft teachers who are short of teaching materials.

The donation came after a local newspaper aid teachers were having to "scrounge" for woodwork and metalwork materials at an Ipswich comprehensive.

Mr Leslie Green, chairman of the Suffolk Southern Area Association of Porcini Teacher Associations, told the school's headmaster he had written to his going body about the impact of spending cuts on textbooks and practical materials.

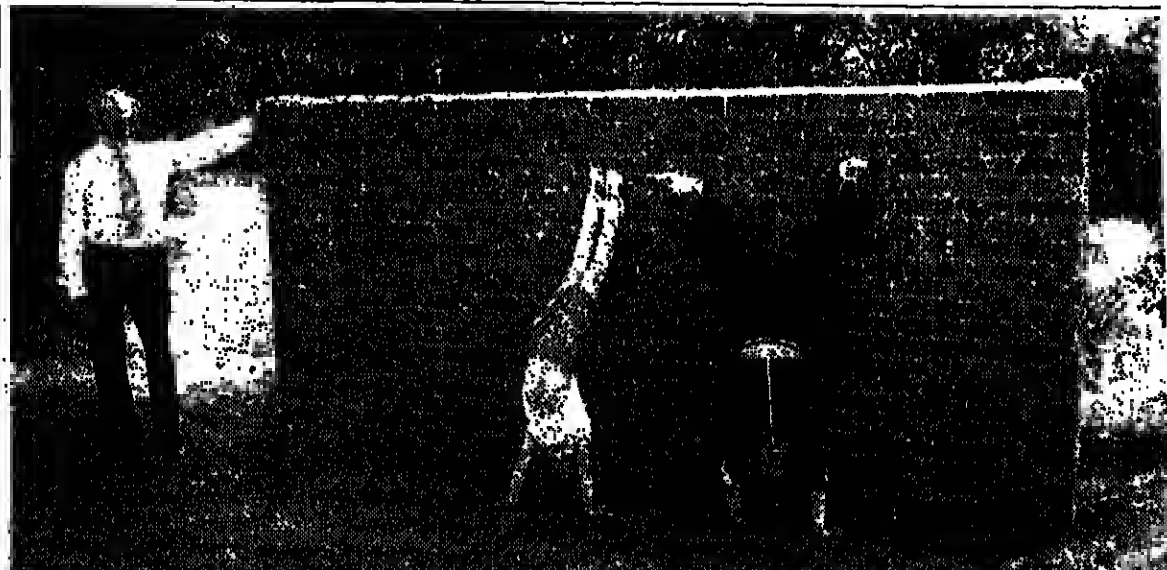
"It is my contention that the resources available to schools such as mine are already pared to the limit," wrote the headteacher. He referred to pupils queuing for textbooks to do homework and teachers having to "make do" or "scrounge" for craft materials.

On average the school had £2.23 a year to spend on each child for all art and craft materials.

An art adviser at Suffolk said: "Materials are obviously tight but we are trying to help as much as we can." The county would continue to provide essential craft materials.

In addition the county hoped to establish a project with the Friends of the Earth, the environmental pressure group, for regular distribution of factory off-cuts to schools.

Tant makers, furniture makers, plastics, paper and wire manufacturers had all welcomed the idea of regular collections of materials regarded as waste, for redistribution to schools.



Frederick Primary School, Clacton on Sea, Essex, wins hands down when it comes to facilities. Headmaster Al Colman (looking on) wanted a perimeter wall for his pupils to practice handstands, his staff was enthusiastic and the home/school group came up with the money for the wall.

'Star prizes' for pupils' computer ideas

by Carolyn O'Grady

St Keith Joseph this week handed out microcomputer systems worth £3,000 to six schools who have won "star prizes" in the Department of Industry competition designed to encourage the development of computing in schools.

At least another 150 schools will receive microcomputers worth about £2,000 each and more than 50 will receive very small computers worth about £100.

The winners were selected from 500 entries who submitted "ideas" for the use of computers in our schools. Projects covered a wide range of subjects from the obvious computers in careers, science, administration and reference to developing a school tele-vision system, programming new dance movements and use of the computer in music and sports.

Most of the 3802 computers, made by the Research Machines Company, come from the Department of Industry, but in addition a number of donations of cash or equipment has been made by industry.

The competition was designed to promote the use of the DES's £9m microelectronics in education project which is allocating money towards service training, curriculum development and software development.

The six schools who won "star prizes" are: Collingwood County Secondary School, Camberley, Surrey; Glyn School, Epsom, Surrey; Thomas Allayne's High School, Worcester; Stoford School, Tonbridge; St Stephen's High School, Port Glasgow, Renfrewshire; and Christian Brothers' School, Treapark, Armagh, Northern Ireland.

Training need

Women who return to work after a long break are finding it difficult to get their careers retrained, the Equal Opportunities Commission said this week in its submission to the Manpower Services Commission's review of the Education and Training Act.

A blueprint drawn up for leaders of the National Union of Teachers ways of fighting the cuts warns of industrial action such as refusing to teach oversized classes or cover for absent colleagues "is now the last resort in view of the greater possibility of retaliation."

The document, drawn up for the investigation by the union's action committee, and sound out support for all its divisions and associations, is a call for a more active role in the union's resistance to the cuts.

The first priority, and the most important, is that the union must be seen to be permanent and not a temporary measure to achieve our very important policy objectives on class size, the level of supply, cover, and

Governors warned of 'lurch' towards centralized system

School governors must help to prevent the "lurch" towards the centralized education system threatened in the Government's framework for the curriculum, Mr John Tomlinson, chairman of the Schools Council, told the National Association of Governors and Managers in Crewe last week.

Mr Tomlinson said governors had lost influence just as the 1980 Education Act had made them compulsory in all schools. The national framework suggested by the Government focused attention on the responsibilities of the Govern-

ment and local authorities in the curriculum.

At the same time, falling rolls and spending cuts had "forced local authorities to bypass or pay scant regard to governors over such matters as the redeployment of teachers, ring fence recruitment and the closure of schools," said Mr Tomlinson who is chief education officer for Cheshire.

Governing bodies should negotiate "the contract between the teachers and the society the school serves". Otherwise there was a danger of nationally set objectives overriding local needs and circumstances, he said.

Boards join forces for 16-plus

An historic meeting this week marked the end of years of wrangling as the CSE and CSE boards came together to form a joint council to thrash out the details of the new 16-plus.

Fifteen representatives from each side met in London on Monday. They agreed to set up working parties to devise national criteria for the new 16-plus in maths, English, French, physics, woodwork,

needwork, typing and history. Other subject groups are expected to follow.

Observers from the Schools Council and HM Inspectors were there and the meeting was said to have been friendly and with no serious disagreements.

The new CSE/CSE council will meet again in December. The chairman will alternate between the CSE and CSE boards.

Union members detect weakening in cuts fight

by Richard Garner

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SPECIAL ANNOUNCEMENTS

THE COLLEGE
OF PRECEPTORS

General Teaching Council



In August of this year the Secretary of State for Education and Science clearly indicated that he is waiting for the Teaching Profession to take the first steps towards the formation of a General Teaching Council. Such a Council would establish teaching as a self-governing profession and undertake responsibilities similar to those of the General Medical Council, the General Council of the Bar and the Law Society.

A General Teaching Council WOULD:

Maintain a Register of Teachers qualified to practise.

Advise on Teacher Training and on qualifications for admission to the Register.

Establish a Code of Conduct and elect a Disciplinary Committee.

Have a majority of teachers elected by teachers.

A General Teaching Council WOULD NOT:

Concern itself with Salaries, Pensions, Conditions of Service, the Safety and Welfare of Teachers. These are properly matters for negotiation between employers and the various Teachers' Unions.

THE COLLEGE OF PRECEPTORS, whose Royal Charter dates from 1844, has been campaigning for a General Teaching Council for many years and believes that the Teaching Profession should take up the Secretary of State's challenge. THE COLLEGE OF PRECEPTORS, which is an entirely independent body, proposes to invite, during the coming months, interested individuals and organisations to a Conference from which it is hoped, a General Teaching Council will evolve. THE COLLEGE OF PRECEPTORS is the means of expressing the views of all teachers on this most important professional issue.

YOU are urged to fill in this brief questionnaire and to send it, or a letter, or both if you wish.

To: Robert Balchin (Chairman), The College of Preceptors (GTC), 7 Ridgmount Street, London WC1E 7AE.

1. I am in support of the creation of a General Teaching Council. ☐

2. I would like to attend a Teachers' Conference on the GTC. ☐

If you wish us to keep you informed please add:

Your name

Mailing Address

If you care about your profession, fill in this form and send it off TODAY.

NEWS



Browsing at Dyfed's only school bookshop in Tregynon Secondary. The school librarian, Mrs. Mari Morgan (right) runs the shop—one answer to cash cuts. She says it will open twice a week "experimentally". Books bought at discount rates are sold at normal retail prices—profits being used for the school's benefit.

Plea to take control of education away from the cut-happy I.e.a.s.

by David Lister

An impassioned plea to take control of the education service away from local government was made this week by Mr. George Cooke, secretary of the Society of Education Officers, which represents all the country's most senior education officers.

Mr. Cooke, a former chief education officer, said the education of the nation was "too important to be controlled by corporate politicians and bureaucrats who neither know or care what the needs and responsibilities, the obligations and aspirations of the education service really are."

While he said he did not object to the "cruel necessity" of retrenchment, he felt that since local government reorganisation and the advent of corporate management in 1974, many cuts had been made with little regard for the education service.

"In far too many areas since 1974 our new masters seem to have positively enjoyed the chance to savage the education service and to take education committees and their chairman and officers down a peg or two. That is what has gone most wrong since local government reorganisation—and that is

not easily forgivable," he said. Mr. Cooke, who was addressing the annual meeting of the National Foundation for Educational Research on Tuesday, said that while the views he expressed were personal and not an official SEO statement, they were shared by many senior education officers who were deeply worried by the lack of morale in the service and the deep disparities in provision between authorities.

To replace the I.e.a.s., Mr. Cooke advocated single purpose elected area education authorities. These, he said, would ensure that the decision makers were knowledgeable and concerned about education and were not just party politicians. They would also "lay bare in all its stark stupidity the nonsense of the chief education officer being paid less than the head of institutions within his command."

A major new project to develop a central computer information system, mostly for use by education authorities will be launched by the National Foundation for Educational Research in January, writes Diane Spencer.

Speaking at the foundation's annual conference in London this week, Mr. Alfred Yates, the director, said the project could be one of the

most valuable services the NFER could offer to its members. Mr. Mark Carlisle, the Secretary, told delegates that it was potentially very valuable professional department will be funded for four years with a budget of just under £200,000.

The project will be an Exchange of Management Information on Educational Policy Practice and will be run by a staff and a group of part-time consultants with Mr. George Cooke as the principal adviser.

An exciting development of "do-it-yourself" service for researchers is also being offered by the NFER, said Mr. Yates. Encouragement and assistance rather than money—are the key to the service, which is run by Mr. Roy Sumner and his staff at central office, he said.

Mr. Carlisle warned that in special schools set their own pace. But he said that full results are being achieved, making handicapped children more comfortable and happy. By the end of the year, he said, the project could be one of the most valuable services the NFER could offer to its members.

Mid career adjustments

The Government this week unveiled its policy promoting mid-career vocational education courses in universities.

A discussion paper issued last week by the Department of Education, Post-experience Vocational Provision for those in Employment, urges that such courses which could include technical, language and managerial skills, should be promoted vigorously in institutions of higher and further education.

However, the paper stresses that the state will not meet the full costs involved. The Government expects employers to pay fees.

● A plea for the retention of adult education colleges which run short courses was made this week by the National Institute of Adult Education. The Institute says in a pamphlet that seven of the 40 colleges were closed last year and three more are now under threat.

The pamphlet says that 80,000 people use the colleges each year and calls for specific grants from Government for the colleges.

Language double.

Vietnamese refugee children who have been rehoused in Gwynedd, North Wales, will be expected to learn Welsh as well as English in keeping with the county's bilingual policy.

Top posts should be on fixed contracts, deputy heads told

Fixed-term contracts should be introduced for senior teaching posts, a conference of deputy heads, told this week.

Mr. Francis Casey, deputy headmaster of Chichester High School for Boys, was speaking at the Secondary Heads Association conference for deputy heads from the south and south-west region in Southampton on Tuesday.

He said there were signs of a system building up for the regular assessment of teachers and a widening out of incompetent members of the profession.

Whether or not a realistic move is made towards assessing the per-

formance of all school teachers seems reasonable to suggest that the NFER, said Mr. Yates. Encouragement and assistance rather than money—are the key to the service, which is run by Mr. Roy Sumner and his staff at central office, he said.

"As we move closer to a system of regular assessment of teachers, we should be able to look for some 25 or 30 years of service, rather than the 10 or 12 years of the past."

Jobs scene slightly better

More than a fifth of the teachers who completed their initial training in non-university institutions in 1979 were still unemployed, or working in non-teaching jobs by the end of the year. This represented a slight improvement over the previous two years.

The teachers who had taken post-graduate training courses (PGCE) and Bachelor of Education courses were more successful at finding teaching employment than those who held a Certificate of Education. Three-quarters of PGCE and BEd leavers had found posts compared with two-thirds of CertEd holders. Graduates were also less

likely than non-graduates to be in non-teaching jobs when they left the DES. "Employment of Teachers."

● The number of female graduates has risen 70 per cent over the past 10 years, compared with a 14 per cent rise in males. The DES said that the number of new entrants fell by 15 per cent in 1978 and 1979, with a sharp fall of 10 per cent in the number of under-graduates.

NEWS

Assistant Masters and Mistresses' conference Outline soon for national curriculum, says Lady Young

By Richard Garner

A major government statement will be published towards the end of the year outlining ideas for a national curriculum for schools. Baroness Young, Minister of State for Education and Science, told the Assistant Masters and Mistresses' Association assembly this week. She said it would outline a programme of action for schools and recommendations for local education authorities.

It would also contain proposals for a "larger common programme for secondary schools". Figures showed that 9 per cent of boys and 17 per cent of girls were studying science at all in their

fourth and fifth years at school. Lady Young said consultations had shown the idea was "widely welcomed" and dismissed as "unfounded" fears from teachers' union leaders that government intervention could only be at the expense of the teachers' professional responsibility.

The statement would have three main aims: to plan for a multi-racial society; to take account of new technological developments and to cater for the needs of women in society removing the danger of girls inhibiting their career opportunities by "making unwise choices under the influence perhaps,

of traditional patterns of education". Baroness Young said that while it was right that secondary school pupils should be able to exercise a degree of choice in later years, an "unlimited free choice, paradoxically, does not ensure the freedom to choose in later life".

She said it was right for the Government to take the lead in giving a view, "not in any prescriptive sense, but as a means of guiding and assisting schools". She added that teachers might have to become more versatile in coming to the common core of subjects as school rolls fell. This would have an effect on the training system.



Lady Young—common programme

Schools are 'ripped off' on supplies

A government investigation into prices charged for school science equipment and the purchasing policies of local education authorities was demanded after a teacher had claimed schools were being "ripped off". Mrs. Doris Smith of Roseland School, Tregyny, Cornwall cited the case of a standard-sized beaker—the price of which had varied in separate catalogues by as much as 32p or 70 per cent.

In other cases, she added, junior schools were being charged twice as much as senior schools for the same type of laboratory equipment.

"In these days of cuts this kind of difference in price is intolerable", she said. "Since local education authorities actually stipulate from which company articles should be purchased. The Government should be urged to look into the whole matter of purchasing regulations of local authorities so schools can be sure of a fair price and the ability to buy from the cheapest source."

Delegates voted unanimously to instruct the union's executive to investigate the "exorbitant cost of laboratory supplies and other school equipment" and local authority purchasing methods.

Call to look into 'monopoly promotion'

Delegates called for an investigation into promotion practices after a teacher claimed that "the promotion is a rather like monopoly" but there is more than money involved.

Miss Jackie Kanyon, of Westlands School, Slough, Kent, proposed a motion calling on the union to "oppose the establishment of a rigid contract for as diverse an occupation as teaching", delegates agreed that they should proceed to the next item without a vote so as not to tie the hands of union leaders in further discussions.

During the debate, Miss Joyce Baird, the union's joint general secretary, stressed that there was a need to put a limit on classroom teachers in the way they attempt to ensure that teachers have a certain number of so-called free periods has to be tied in with some maximum number on class sizes," she said.

Baird, the conference had agreed on a new professional code of conduct for members which would rule out their taking a job

Sidestep on plans for new contracts

Delegates defiantly sidestepped any decision over the discussions on proposed new contracts for teachers—now on between a working party of teachers' union leaders and their employers. After debating a motion urging the union to "oppose the establishment of a rigid contract for as diverse an occupation as teaching", delegates agreed that they should proceed to the next item without a vote so as not to tie the hands of union leaders in further discussions.

Teachers need sabbaticals to re-charge

Teachers should have time off "to recharge their batteries", the conference was told. Mrs. Pamela Merry, field from Hemphill, argued for adequate supply cover and financial support for teachers to have time off and go on in-service training courses.

She said: "Let us have sabbatical terms—let us not have these just as the privilege of colleges and polytechnics. We want a pool of supply teachers—well paid, scale 2 or scale 3—in every local education authority. It should not just be a cobbled-up job of fitting in front of a class."

Mr. Geoffrey Vann, from Bedfordshire, added: "What other group of workers would be expected to give up holiday time in order to undergo training and then be asked to share part of the burden of the cost?"

Mr. Geoffrey Vann, from Bedfordshire, added: "What other group of workers would be expected to give up holiday time in order to undergo training and then be asked to share part of the burden of the cost?"

The motion was overwhelmingly carried.

Pay unit urged

Independent pay research unit urged to be set up to produce a system of setting pay for teachers, the conference decided. Delegates also called on the union's executive to press for a financial deal for long-serving teachers by restructuring grades.

Reluctance likely on exams

Teachers may be reluctant to enter their schools for examinations or to be forced to publish their results, said Miss Ann Gray, president of the 90,000-strong Association of Assistant Masters and Mistresses. She said that the association's latest conference, which was held in London, had agreed to set up a future government body to investigate teachers' rights to refuse to enter their schools for examinations or to be forced to publish their results.

She said at a press conference: "Some teachers might be reluctant to allow children to enter examinations unless they are a dead cert for a pass—with the results being published. However, I think there is a danger of the public thinking we are concealing something if we don't publish."

Personal column

Mary Warnock Diminishing returns

Recently, staying in a hotel in Plymouth, (mercifully, I was good at filling in one of the guest-books), I was asked to sign a book. In every room for guests. They contain such questions as "Was your welcome friendly?" and "Do you think the hotel offers good value for money?"

The first of these questions was asked because I had no welcome, and would have been amazed if I had. The second seemed to me rather to the point of lunacy since the answer was so manifestly that it did not. What finally pushed me over the edge and made me fill up the questionnaire was that breakfast—not included in the price of £29.50 for a single room for one night, costing indeed an extra £1.95—consisted of tepid coffee, anough for one cup, a sticky sweet bun, marmalade, and no butter.

However, the point of this story is that I got a letter yesterday from the headquarters of the hotel group, regretting that I had not enjoyed my visit to Plymouth, but expressing surprise and some scepticism, because, they said, they had never had complaints of this kind before.

There is a serious issue here. People just do not complain enough. The other day, for instance, the Advertising Standards Board, composed jointly of advertisers and television people, argued in public that there could not be anything much wrong with the way women are portrayed in television advertisements, because so few complaints about it are ever sent in. Similarly, the IBA Complaints Review Board was somewhat surprised that no complaints are made about some particular programme that may have seemed to us very near the limits of acceptability; and there is a tendency to say "Oh well, it can't be too bad."

But if we do complain, who do we think we are, to do so on behalf of others? If women are being shown in this helpless, self-centred role, are we simply saying that they ought to mind? I think we are. It is, in form at least, a moral judgment we are making, for it contains a crucial element of the universal. No one ought to depict women so, etc. Other people's reactions are irrelevant. It is the Moral Law.

So now we are in real trouble. Who are we to say that there is such a law, let alone to determine its content?

its content? We live in a pluralist society, as we are constantly reminded. To each his own morality. But of course this is very much more easily said than done. There is no such thing as a "moral sanctuary" or feeling that does not express itself in universal terms. To say "It is wrong" means "It is generally or absolutely wrong". It does not mean the same as "I don't like it". It contains very little reference to me at all.

We know both that standards differ, and that the standard we hold to be right ought to be universally adopted, and that those who do not adopt it are wrong (even if the matter is trivial, and we do not much mind their being wrong).

We think everyone ought to be allowed to make up his own mind about what is right and wrong, good taste or bad; but we also think it would be better if everyone's eyes were opened to the superior standard we think ought to be imposed. They shall be protected from the evils of sexism (or violence), whether they see them as evil or not. It is for their good. It is the Moral Law.

If there is genuinely no consensus on the content of this law; if one view is really as good as another, both about morals and about taste, how is change or control rationally to be defended? I do not think we have yet come very near a theoretical solution to this dilemma.

But there are various ways to approach a practical solution, which is infinitely more important. One of these ways is that people should complain more about what they find unacceptable, whether in the prices of hotel rooms or the standards of advertising, or the portrayal of violence on the screen or anything else.

Add they must begin to learn to judge such complaints while they are still at school, and can be helped to keep their eyes and ears open to look about them and realize that things are not inevitably as they are. If a new generation of people left school as serious, dedicated complainers, the argument that everything must be all right because no one has complained would be more respectable, in practical terms, even if it might be achieved through a sensitive response to rational complaints. The lesson is clear. I was morally right to fill in this questionnaire. What a comfort.

Oxford and Cambridge awards 1979-80

This analysis of scholarships and exhibitions awarded by the colleges at Oxford and Cambridge Universities in the autumn of 1979, follows the established pattern included in the tables are awards won by both men and women. The totals include awards made at the time of entrance only and exclude awards made in people already in residence at a college.

It must be emphasized that there are fewer awards available for competition by women and in consequence awards are considered to be more difficult to achieve. This situation has improved steadily in recent years, with first Cambridge colleges and more recently Oxford colleges making awards to both men and women. The outcome is that there are now very few single sex colleges remaining at either university.

After last year's very significant increase the number of women winning awards at both Oxford and Cambridge has stabilized, in fact numbers are down at both universities by comparison. At Oxford 212 women won awards compared with 251 last year and 146 in 1977/78. At Cambridge the number of women winning awards was 139 compared with 166 last year and 168 in 1977/78. Five years ago Cambridge made 41 awards to women so the recent changes are very apparent. Overall this year there have been 66 less awards made to women by the two universities. The actual figures being 351 awards made this year to women compared with 417 awards in 1978/79, 314 in 1977/78, and only 257 in 1976/77. Oxford University awarded 89 scholarships (including four restricted awards) and 123 exhibitions (including four restricted awards) to women. Cambridge University awarded 30 scholarships and 109 exhibitions to women this year.

The distinction between open and restricted awards is retained. The qualifications relating to restricted awards are many and varied. A typical example is the award "cleared" to a particular school, but there are many other restrictions, such as the county of birth or residence of the candidate and in some cases restricted to certain parental occupations, most usually to children of clergymen.

In some instances awards have been published without mention of restrictions, and the classifications have been determined by tracing the description of the awards as given in the original advertisement. Inevitably some discretion has been exercised, but an endeavour has been made to remain consistent. The restriction of an award refers only to the limitation of the field of eligible candidates. This does not imply any inferiority of status either of the award or of the successful candidate. Some restricted awards have ultimately been made open due to the lack of suitably qualified candidates. Such awards have, of course, been shown in this open category.

This year Oxford made 87 restricted awards (48 scholarships and 39 exhibitions). In 1978/79 they made 88 restricted awards (47 scholarships and 41 exhibitions). For the second successive year Cambridge University made nine identical restricted awards (one scholarship and eight exhibitions).

The total of awards generally was down this year from 1,750 in 1978/79 to 1,706. In Table 1 results are analysed according to the type of school from which the award winner came. Altogether 1,610 open awards were made compared with 1,653 in 1978/79 and 1,575 in 1977/78.

As the 1,706 awards were shared between 601 different schools, it is obviously not feasible to list them all here. Only schools which achieved a combined (open and restricted) total of at least four awards have been included in Tables two and three.

Table two lists these 119 schools in the order of the number of open awards achieved. Cumulative totals give the number of students at the beginning of the academic year 1979-80 who were engaged on O level work. The numbers are recorded only in illustrative tables two and three.

comparative size of the schools which the award winners came from. Table three lists in the order of achievement the number of restricted awards won by these schools. Included in Table two.

Keith W.

TABLE 1

OPEN AWARDS					RESTRICTED AWARDS				
School	Oxford	Cambridge	Total	School	Oxford	Cambridge	Total	School	
Eton College	181	119	300	113	101	6	107	St Paul's	
St Paul's	120	120	240	113	101	6	107	St Paul's	
Dulwich College	102	102	204	113	101	6	107	St Paul's	
Haberdashers' Aske's S.	94	119	213	113	101	6	107	St Paul's	
Eleotree	102	102	204	113	101	6	107	St Paul's	
Manchester Grammar S.	94	119	213	113	101	6	107	St Paul's	
King Edward's, Birm'ham	102	102	204	113	101	6	107	St Paul's	
Westminster	94	119	213	113	101	6	107	St Paul's	
Bradford G.S.	102	102	204	113	101	6	107	St Paul's	
Marlborough College	94	119	213	113	101	6	107	St Paul's	
Winchester College	102	102	204	113	101	6	107	St Paul's	
Nottingham H.S.	94	119	213	113	101	6	107	St Paul's	
St Paul's Girls' S.	102	102	204	113	101	6	107	St Paul's	
Newcastle Royal C.S.	94	119	213	113	101	6	107	St Paul's	
Charterhouse	102	102	204	113	101	6	107	St Paul's	
St Albans'	94	119	213	113	101	6	107	St Paul's	
Birkenhead	102	102	204	113	101	6	107	St Paul's	
Cheltenham Ladies' C.	94	119	213	113	101	6	107	St Paul's	
City of London	102	102	204	113	101	6	107	St Paul's	
King's Coll S, Wimbledon	94	119	213	113	101	6	107	St Paul's	
Leeds G.S.	102	102	204	113	101	6	107	St Paul's	
Sevenson	94	119	213	113	101	6	107	St Paul's	
Trinity S, Croydon	102	102	204	113	101	6	107	St Paul's	
Abingdon College	94	119	213	113	101	6	107	St Paul's	
Ampleforth College	102	102	204	113	101	6	107	St Paul's	
King Edw VI, S'th'mpt'	94	119	213	113	101	6	107	St Paul's	
King's S, Canterbury	102	102	204	113	101	6	107	St Paul's	
Rugby	94	119	213	113	101	6	107	St Paul's	
Aylesbury G.S.	102	102	204	113	101	6	107	St Paul's	
High Wycombe Royal G.S.	94	119	213	113	101	6	107	St Paul's	
Malvern College	102	102	204	113	101	6	107	St Paul's	
University Col S, Hemph'rd	94	119	213	113	101	6	107	St Paul's	
Worwick	102	102	204	113	101	6	107	St Paul's	
Wellington College	94	119	213	113	101	6	107	St Paul's	
Beaconsfield	102	102	204	113	101	6	107	St Paul's	
Clifton College	94	119	213	113	101	6	107	St Paul's	
Deerhurst S, Maidenhead	102	102	204	113	101	6	107	St Paul's	
Dr Challoner's G.S.	94	119	213	113	101	6	107	St Paul's	
Ampleforth College	102	102	204	113	101	6	107	St Paul's	
Leamington College	94	119	213	113	101	6	107	St Paul's	
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United States

Additives given clean bill of health

by Clive Cookson

WASHINGTON

A popular American theory about hyperactivity—that it is triggered by artificial food additives—is not supported by any scientific evidence, according to a new report by the Nutrition Foundation. Its release immediately rekindled controversy about the causes and treatment of hyperactivity, which has long been an emotive issue here.

The report gives the results of seven separate studies of a possible relationship between artificial food colours and flavours and hyperactivity in children. The Nutrition Foundation claims that the negative results "refute a controversial hypothesis that chemical additives and even certain natural components of common foods cause hyperactivity in children, a condition that includes hyperactivity plus other symptoms such as short attention span, lack of concentration, impulsiveness, inactivity, and rebelliousness."

The fund manufacturers that use artificial additives are the principal source of income for the foundation and, through it, for the \$1m survey. Because they have such a clear interest in disproving the alleged link between diet and hyperactivity, their involvement automatically undermined the review's public credibility—even though it was supervised by an independent "National Advisory Committee on Hyperkinesia and Food Additives" composed of academic scientists and physicians.

The Centre for Science in the

Public Interest (CSPI) centred immediately with a statement that the Nutrition Foundation's claims were "unscientific and irresponsible". The centre, a consumer organization often critical of big business, maintained that "the results of the studies to date indicate that food colours do cause hyperactivity problems in some children". The widespread belief that diet is a significant cause of hyperactivity dates back in 1973, when Dr Benjamin Feingold, a 73-year-old allergist from California, started publicizing a theory that about half of all hyperactive children can be calmed down "dramatically" if they are kept on a diet free of artificial food additives and natural salicylates, compounds chemically related to aspirin which occur in many foods.

After the publication in 1975 of Dr Feingold's best-selling book *Why Your Child is Hyperactive*, the parents of tens of thousands of hyperactive children embraced the "Feingold diet", as an alternative to using drugs to keep their sons and (occasionally) daughters quiet (for reasons no one understands, the condition is six times more common in boys than girls). Today the Feingold Association says that more than 20,000 American children are living normal lives without medication, thanks to an additive-free diet.

However, disbelievers have maintained from the start that the success claimed by the Feingold parents, if genuine, are probably due to a "placebo effect" and other psychological responses. If parents expect the new diet to work, they start to see the better side of their

children. Having felt frustration and guilt about disciplining their unruly children, they can now blame outside influences—the food additives. And, if the whole family goes on the Feingold diet to help the hyperactive child, the family unit may be strengthened and the child feel more cared for.

To exclude these effects, the Nutrition Foundation's studies were conducted under double-blind conditions. Food companies made special sweets and biscuits for the experiments; they looked and tasted identical but some contained a mixture of the manufacturers' standard food colourings, while others had no artificial additives. Therefore parents and children did not know when they were eating placebos.

The Nutrition Foundation's advisory committee reviewed seven studies, involving a total of 190 children. Eating artificially coloured food appeared to trigger a significant increase in hyperactivity in just three children, the committee reported, and it discounted them because "the deterioration is reported only by the mother with no other objective, confirming evidence available".

The Feingold Association makes a lot of Dr Swanson's results—the also reported in *Science* recently—that a common food colour, red 3, affects the brain chemistry of laboratory animals—but the Nutrition Foundation claims that his studies are too large to reflect children's normal eating patterns. Dr Feingold, who is still actively promoting his theory at the age of 88, countercharges that the Nutrition Foundation's estimates of the average child's intake of food colouring, which formed the basis of their experiments, are only one-third the level estimated by the United States Food and Drug Administration.

What do Dr Feingold's critics think are the real reasons for hyperactivity? When pressed on this question, University of Utah pediatrician, Dr Esther Wender, co-chairman of the hyperkinesia advisory committee, said it was probably caused by genetic influences on the child's development.

Many other researchers feel that hyperactivity is triggered primarily by environmental and emotional difficulties. For example, education professor Nedine Lambert, whose group at the University of California, Berkeley, studied 5,000 children in Californian primary schools, found that severity of the problem was effected by home and school environments. Only one per cent of the children were regarded as hyperactive by their parents, teachers and doctors, and half a per cent were receiving medical treatment. That is much less than the usual estimate that five to 10 per cent of children are hyperactive.

Republic of Ireland

'Grandad' award blocked

by John Walshe

The Republic's three teachers have unanimously rejected interim findings of a review into teachers' salaries. The teachers' union would have liked older teachers to have had a 10 per cent increase over the younger ones.

The state's 35,000 primary secondary teachers are on a basic salary scale, with money for qualifications and experience. The present basic scale starts off at approximately £4,000 and goes to £6,320. The proposed deal for the teachers would be a 10 per cent increase to £6,952, and a further 10 per cent to £7,647. The teachers' union would like a 10 per cent increase to £8,412, and a further 10 per cent to £9,253.

After three years on the teachers' salary scale, the review recommended the introduction of a "long service increment". After three years on the scale, the salary would be £7,647, after five years £8,412, and after seven years £9,253. The teachers' union would like a 10 per cent increase to £10,178, and a further 10 per cent to £11,196. The teachers' union would like a 10 per cent increase to £12,317, and a further 10 per cent to £13,549.

New Zealand

Maori report calls for urgent response to rising racial tensions

by Lindsay Hayes

Maori pupils are not inspired by school and teacher ignorance of Maori life is working against them, according to a long-awaited report. The National Advisory Committee on Maori Education (NACME) report *He Huarahi, A Way Ahead*, is intended to determine the direction of Maori education in the 1980s.

The blueprint, which comes 10 years after the committee's last report, has a sense of urgency. It is pointedly with New Zealand's racial tensions which the committee says are now closer to the surface. The committee produced 87 recommendations. Its chairman, former Assistant Director-General of Education, Mr Peter Bea, records in the report's foreword his hope that these can be acted upon quickly.

He Huarahi focuses on five areas: preschool, Maori language, the quality of teaching, schools better suited to Maori needs and continuing education. Some of the new proposals will need major funding by the Government. These include: the appointment of Maori and Pacific island education inspectors in each education region; increasing the number of Maori teachers of Maori (now

about 40) to 100 by 1984; the appointment of guidance counsellors to intermediate schools with large Maori rolls; sponsorship for adult Maoris to undertake second-chance education, and the provision of wharehau, Maori meeting houses, at all teachers' colleges.

Apart from the funding implications, the report points to the need for a change of attitude on the part of educational administrators, teachers and the New Zealand public. The committee wants schools to encourage teachers to join Maori organizations, and Maoris to use school buildings. Among the more immediate calls: such as a mandatory 30 hours of Maori studies for all trainee teachers, are simple suggestions which would seem easily implemented. One proposal asks schools to use Maori motifs in their decorations as a "positive welcome" to Maori pupils.

School and teaching improvements are viewed as the areas of most urgent need. They are the subject of the bulk of the recommendations, and committee criticism. "A disproportionate number of Maori pupils are under-achieving at school—and this has been so for too long without enough being done to put it right."

Australia

Teachers should have term of study every seven years

by Bill Purvis

SYDNEY

The first national inquiry into teacher training in Australia has recommended that teachers be allowed one term's study-leave every seven years.

Tilda is one major recommendation in a list of 38 contained in the Auchmuty inquiry's report into teacher education.

It comes at a time when gabbatical leave for academics at tertiary institutions is under review. The inquiry, chaired by Professor James Auchmuty, former vice-chancellor of the University of New South Wales, was initiated in November 1978, and presented its 267-page report recently.

It estimates that the cost of its recommendations would be between A\$100m and A\$125m (£50-62m). The most expensive item is the sabbatical leave proposal. Another recommendation, estimated at A\$10m a year, proposes that tertiary institutions provide special courses as part of a programme for continuing education for teachers. The colleges of advanced education would presumably be expected to provide much of the additional training involved—and the Federation of College Academics has already called on the Federal Government to implement the main

recommendations immediately. However, there is unlikely to be any action until the state governments have had a chance to analyse and discuss the report.

The Australian Education Council, formed of the state and federal ministers of education, is scheduled to meet in Hobart in February when the report is expected to be one of the main topics on the agenda. To Australia the states are responsible for staffing government schools, although the Federal Government provides the tertiary institutions which train the teachers.

It is the state education departments which set the standards of entry to the profession and, more importantly, decide who will be employed in government schools.

With several thousand unemployed teachers looking for jobs this year's crop of graduates face an average of four years on a waiting list after passing their final examinations. Even mathematics and science teachers, previously the elite among graduate teachers, are being advised to think about overseas positions to gain experience.

The Auchmuty report recommends that future intakes should be of a higher quality, and better trained. Among the recommendations are:

academically in the top 25 per cent of their age group and this standard should not be lowered to maintain numbers.

• a national advisory body on teacher-education should be set up to monitor training and should hold a general assembly to discuss the topic every three years.

• every teacher should be given the opportunity to attend at least five days of in-service education every year.

• a chair of early childhood education should be set up at a university.

• special provision should be made for entrants of mature age, or from Aboriginal or non-English speaking backgrounds. These entrants should be paid at least the minimum wage while studying.

The committee failed to agree on a proposal that by the mid-1980s every new teacher should be a graduate of a four-year course. Recent student inquiries into this have produced varied results.

This topic, along with the sabbatical leave proposal, will be keenly debated at the ministers' meeting in February.

The teacher unions are now studying the 38 recommendations and will formulate their own responses to a report which is expected to have a permanent impact on teacher education in Australia.

India

Planners make preschool a priority

by A. S. Abraham

BOMBAY

For the first time Indian planners have suggested pre-school education should be given priority in the country's educational budget allocations.

The sixth five-year plan (1980-85) which is currently being finalized and is scheduled to begin early next year, a year late, suggests India should spend £2,000m on education over the next five years.

The planning commission calculates that state investment in education should be at least 8 per cent of national income, a proportion that has been accepted theoretically since 1956, but which has never yet been achieved.

The commission's education division has emphasized the importance of pre-school education. "The pre-school stage of a child is the period of its maximum learning and intellectual development and hence of great potential educational significance," it has said.

The National Council of Educational Research and Training (NCERT), a federal body that advises on school education policy, has been influential in making the planners include pre-school learning in their calculations.

According to NCERT estimates, 21 per cent of the country's total population of 600m is under six years of age. This amounts to 126m children.

The commission sets aside about half the proposed education allocation for primary education, about one-seventh for higher education and a little less than one-seventh for secondary education. A little more than £100m has been suggested for adult education, especially adult literacy.

Traditionally, final education budgets are a much slimmer version of their original form. Within this, primary and, to a lesser extent, secondary education tend to lose out in the end to higher education. Now that the tentative allocations have been made known, the influential and vocal higher education lobby will get to work to try and obtain a much bigger slice of the resources cake.

Malaysia

British businessmen asked for help

British business concerns in Malaysia are being asked to help Malaysian students study in Britain under the system of stopgap tuition fees for overseas students. Letters of appeal have been sent to 165 British industrial and business concerns in Malaysia from the Malaysian Students' Societies' Council in the United Kingdom and Eire, asking for donations for the proposed Anglo-Malaysian Foundation, a new fund to help Malaysian students in Britain.

Its organizers hope that it will be able to offer financial help to students already in difficulties, as well as to new students, within the next year. As a result of the increase in fees for overseas students, applications from Malaysian students to go to British universities have dropped by two-thirds this year, and the number of Malaysians now hoping to study in the United States has risen by 45 per cent.

More than half of the 4,000 Malaysian students in the United States are government-sponsored but applications from private students are expected to double this year to about 400.

Canada is equally popular, with applications more than 50 per cent

Malaysian applications to study in the UK are down by two thirds. Canada, USA, India and New Zealand are popular alternative destinations

higher than last year and interest in secondary and higher education there is growing all the time. More than 3,000 Malays will be going to Canada next academic session, of whom about 150 will have Canadian scholarships.

There is also increasing interest in study in India and New Zealand, but contrary to expectations, applications to Australian universities have dropped this year.

One consequence of the new situation is that more Malaysians are now interested in learning other foreign languages, instead of English, especially German and French, but also Japanese and Hindi. Their new figures at both the Alliance

Francoise and the Goethe Institute in Kuala Lumpur have risen sharply this year.

There are already between 300-500 Malaysian students in West Germany where the cost of one year's study is claimed to be half that in Britain, and the West German Government has recently offered "unlimited" research scholarships in science and engineering to Malaysian students, with the required postgraduate qualifications.

Belgium is planning, as a new departure, to offer up to five scholarships a year for undergraduate medical studies.

Following the Malaysian Government's recent rejection of a plan to start a Chinese university, the Malaysian Chinese Association has announced the start of a university education fund on that the members can send their children to study overseas.

This would involve up to 1,000 students a year, many of whom would follow tradition and go to Britain.

Contributors would be eligible for a four-year leave after five years of subscription. A large proportion of the 17,000 Malaysian students currently in Britain are Chinese speakers.

West Germany

Refusal to teach immigrants backed by court

by David Dungworth

A German court has upheld a teacher's refusal to teach Muslim pupils, in what has been called a "Kommers, Education Minister, Lower Saxony, has given a ruling which will have implications for the education of immigrant children in West Germany.

In an interim judgment, Higher Administrative Court of Lüneburg ruled that a teacher's refusal to teach Muslim pupils was not a breach of the law. The court said that the teacher's refusal was based on religious grounds and was not a breach of the law.

Herr Remmers, a teacher at a school in Lüneburg, refused to teach Muslim pupils because he believed that they were not capable of understanding the German language. The court said that the teacher's refusal was based on religious grounds and was not a breach of the law.

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Poland's universities open up again—to a changed world

Freedom: can the students handle it?

by a special correspondent

The Polish university year began this month in a flurry of political activity which reflected the general upheaval of the country. The new unions flexed their muscles, and in some cases took the opportunity to revive past scandals.

In Cracow, a three-hour meeting of one new faculty union resolved that future voting should be by show of hands, place secrets, and not by secret ballot. Even candidates for the election of professors should be elected.

Party members are known to have been elected to the new faculty unions. Many of whom felt that the university was no longer selected by the Ministry of Education in Warsaw, and that the academic reasons for the selection of professors should be discussed.

The Cracow lecturers also took the opportunity to air past grievances. One admission to an honorary degree, was questioned, and it was suggested that an enquiry into the death of a student who fell from a building while being questioned by the police should be reopened.

Meanwhile, the students at Cracow were also demanding more freedom. They were demanding that the university should be more open to the world, and that the university should be more open to the world.

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Gdansk workers led the strikes which have set Poland on a new course. But are older academics right to be pessimistic about the destination?

sor Santonowicz, a medieval historian, became the first rector to be freely elected under the new rules and was well received by both the university and the general public when he spoke on television.

The Nicholas Copernicus University in Torun was the only Polish university to have a known non-party member elected under the new rules. His students had been organizing themselves before the beginning of the year, and by the end of September the notice of the formal election of the rector was in the hands of the university's rector.

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LETTERS

Are students choosing right BEd career?

Sir—Not all polytechnics earn the judgment implied by your report headlined "Students shun BEd courses as Poles" (October 10). Your report nowhere mentions a crucial new development. The DES circular of July 21 to all teacher-training institutions urges a restructuring of the existing targets of teachers produced, with a concentration on shortage subjects. In terms of these new priorities, our BEd courses are recruiting exactly as the DES would want us to.

Professor JOHN HONEY, School of Education, Leicester Polytechnic.

Sir—I was saddened to see the melodramatic headline with which you introduced your note about admission to teacher training ("Students shun BEd courses as Poles", October 10). The inference that the polytechnics were being singled out for rejection by intending students is based on so little evidence that it becomes a professional journal to suggest it. Resounding reporting would have suggested caution until the full facts are known and properly analysed.

The past year has produced a substantial shortfall of between 40 per cent and 50 per cent in the total number of admissions to BEd courses this autumn. This represents about twice the rate of decline in recent years, stemming particularly from fears of teacher unemployment. It seems that this year the new level mathematics requirement has compounded those fears.

As yet, however, we do not know the full extent of the drop, much less if any particular sectors are recruiting significantly below average. (The Central Clearing House still awaits more than half the returns from training institutions.)

Even the figures themselves are not likely to be very revealing except with a much more thorough analysis. There are many questions that could be asked. Which institutions have boasted their intake by playing the "soft options" however ill-advised this may be for their students? (The DES has warned against excessive admissions for training as primary or PE teachers—the latter subject claiming almost 20 per cent of all applicants for all subjects. It is easy to recruit in such cases, but it may well be for future unemployment as teachers.)

Conversely, which institutions have kept places open for the shortage subjects where recruitment is so difficult but national need so pressing? Which institutions have broken the spirit of the new entry requirements by recruiting for three-year courses now to beat the ban on entry to the profession in 1984 without O level maths?

Are some institutions benefiting from the indulgence of their valuing dating bodies with regard to the range of subjects offered in diversified courses complementary to their teacher training? Are institutions in favoured geographical locations still recruiting well? And do those institutions which have enjoyed a reputation as "finishing schools" still attract? Do denominational colleges fare better or worse than others?

The answers to such questions may point to individual reasons for the recruitment position at individual institutions—not to general reasons peculiar to any one sector. I look forward to your professional assessment of the admissions situation when you have the facts.

R. HEDLEY, Director, Trent Polytechnic, Nottingham.

Sir—If ever a good case was presented for playgroups and playgroup courses it was done by the feature "Beyond Play" in *The TES* of October 3.

Both playgroups and nursery classes face problems over the management of fairly large groups of three and four-year-old children and the lenders and teachers develop considerable ingenuity in averting these problems. The playgroup, however, can, and usually does, offer a further dimension. Because it needs to involve the parents in management and in the socialisation of the children, it encourages parents to attend the playgroup courses offered by the Pre-school Playgroups Association through the local adult education network.

Having tutored such courses for several years I know that one of the most frequently heard comments as the end of the course draws to a close is "I've got far more ideas of how to help my own children at home in sharing discussion about the ways of providing really high play/learning situations in the playgroup than the students, who are parents of under fives, could ever have dreamed of."

Barbara Tizard's rather depressing assumption that mothers cannot be expected to plan the ordinary activities of home so that a toddler can be part in them is a sad comment indeed. Fortunately there are mothers about who could prove wrong.

DIANA DOBSON, PPA Tutor, 10 Henriette Villas, Beth, Avon.

Sir—A recent discussion with a bookseller acquaintance confirmed the depressing fact that schoolchildren (or their parents) now have to buy their own O level books. This appears to be particularly true of O level texts, the saddest thing of all is that where the I.E.A. used to get a discount, most of the books being sold at prices—individuals now pay the full price.

My bookseller friend said he would be only too pleased to supply O level books to teachers or parents who would buy in groups of 10 or more and negotiate a discount.

C. A. L. LAWFIELD, 29 The Avenues, Norwich, Norfolk.

Sir—Your report of September 26, "Jobless: the hidden costs", quoted figures of jobless school leavers which I am sure understate the true extent of the problem. In this part of Surrey, and most of the former prosperous South East, unemployment has been 15 per cent, non-existent until this year. Now, for the first time, 16-year-olds have experienced difficulty in obtaining any employment, not just, as formerly, suitable employment. It is my impression that most of these young people have not registered as unemployed and, therefore, do not appear in the official statistics. In September, as an alternative to registering as unemployed, many of them have enrolled in colleges or returned to work in order to improve their educational qualifications with the aim of better equipping themselves for employment.

In terms of public expenditure, one of the costs of unemployment is the cost of unemployment benefits falling on colleges and schools rather than the social services. A significant number of very able applicants have embarked on college on foundation courses in areas such as engineering and building.

It is surely preferable that young people receive education and training rather than draw the dole, become demoralized and, to some extent, unemployable. But colleges must be given the resources to meet the increased demand. Mark Carver has repeated several times that the Government gives the vocational education and training of the 15 to 19-year-olds and also cleans up the mess of the 16 to 19-year-olds. It is not clear how the Government has allocated money in the past year for this purpose. This does not appear to have been reflected in local authority budgets and they are faced with the problem of catering for

increased student numbers without a compensating financial increase. I am a great supporter of the MSC, but I think it is a pity that it is not used as a catalyst in training but their funds do not support students in full-time education. What is needed urgently is more money in local authority budgets and a coherent and unified education and training programme for the whole of the 16 to 19-year-old age group. While the MSC has done valuable work in promoting XOPs, etc. one cannot help feeling that a similar injection of funds into the further education system would produce similar results at less cost if only because more further education students receive no maintenance allowance.

To date, we have experienced a plethora of committees who have analysed the problem but the situation is such that positive and constructive action is required urgently. The education service should play the major role in this development. To continue to separate training and education for these young school leavers may partly solve existing problems but will do nothing to solve those we shall face a few years hence.

Sir Raymond Penlock, the OBI president—herald of a Left Wing militant—said in a BBC radio interview, that the consequence of high unemployment can be social unrest. "I believe that most of the militancy in the postwar world was bred in the hearts and minds of young men in the 1930s. If we do not get something done about these young men now, we are going to get the same sort of trouble."

J. G. BELL, Principal, Redhill Technical College, Redhill, Surrey.

Sir—As one of Leicestershire's upper school heads taking early retirement ("Break", October 3), since I was not able to speak to your reporter when he telephoned on Alisdair's behalf, may I comment on the situation?

I have been head of the Longside since I spent the last five years in the Leicestershire education authority, helping to develop a genuinely comprehensive upper school and, more recently, in Leicestershire, as a member of the Leicestershire Education Committee. "Education for all" has never been more necessary than it will be in the 1980s, and I never doubted that our efforts would receive the same hesitating support from the LEA during the next few years that we had enjoyed in the past 20.

However, in the past year or 18 months the attitude of this LEA has undergone a marked change. It is not merely that our County Council is finding it more difficult to finance an adequate, let alone an above-average, local education service: it is by no means alone in that. The sad thing is, it seems to us rapidly becoming more reluctant to try.

Five or six years ago we have been suffering a relative decline in provision and this has been repeatedly justified by the argument that the vital human element was to be safeguarded at all costs: our pupil-teacher ratios, well above the average of comparable authorities. Last year, however, we were told that we were to have a severe cutback in other aspects of the service, including technical

education. The damage already done to the education service in Leicestershire, let alone the further damage now being done by the LEA's refusal to put right what I have left before I teach the normal retiring age. That is why, in my case at least, it is an appropriate time for someone younger to take over.

ANDREW FINCH, Principal, Longside Upper School, Leicestershire Educational Committee, Birstall, Leicestershire.

Sir—Where on earth did Aristides (October 10) get the notion that Johnson sought to "fix" the language? The very contrary is the case.

"In the boundless chaos of living speech the great Omen had found no guide except 'experience and analogy'. Irregularities were 'inherent in the tongue' and must be permitted 'to remain untouched. Uniformity must be sacrificed to custom'. In compliance with the 'numeration majority'. And if an academy to regulate and improve style were established (an idea very much favoured at the time), 'I hope, concluded Johnson in his Preface, that 'the spirit of English liberty would hinder or destroy it'."

STEPHEN CORRIE, 10 Russell Gardens, London, NW11.

Sir—Many thanks for giving due prominence to the plight of black teachers' plight. We have been quietly suffering for a long time. The education service should not and cannot afford to practise discrimination. If it is allowed to do so, it will cause serious damage to society we live in today. Determined political action will be necessary to correct the situation.

ABU REZA, 117 Abercorn Crescent, Harrow.

Freedom of speech: Johnson's defence.

Sir—While it is fair to quote the comments (October 3), of the president of the British Psychological Society regarding the efficacy of punishment, as anyone who reads the working party report will see, there is ample scientific evidence demonstrating that children respond anti-socially to models of violent behaviour, especially when the violence is indulged in by a figure in authority.

Children learn a lot of their moral (and immoral) behaviour by following the examples presented by the significant, powerful adults in their lives—parents and teachers being the most influential. This is commonplace and hardly merits serious debate.

To make the same point another way: So far as I am aware it has never been scientifically proven that crucifixion is a bad idea. Yet I doubt that, even in today's atavistic climate of opinion, the flogging brigade would advocate its reintroduction. Now why not? Of only thing you may be sure, among those crucified there is a low rate of recidivism.

The fact of the matter is that as civilization proceeds so do ritualized forms of violent retribution diminish. Little more than 100 years ago it was thought reasonable to tear out the tongue of a blasphemer. It is to our credit as civilized creatures that we no longer find such cruelty acceptable. Or am I hopelessly out of touch with the current public mood?

As convenor of the BPS working party I can assure those who may suspect our motives that we tried very hard to unearth some evidence to support the use of corporal punishment. Literature was offered, and sent the working party report rather than scientific. Nor were the 10 members of the working party picked for their prejudices on the issue (myself apart). It is fair to say that we were driven to our eventual consensus by the sheer weight of the evidence presented. Anyone who wants to look into the evidence more closely can obtain a copy of the working party report on corporal punishment in schools for £3 from the BPS offices at 48 Princess Road East, Leicester, LE1 7DB.

Somewhat I doubt that those most vociferous in their advocacy of the cane and twigs or educational aids will bother to consult themselves with the facts. Hopefully, others less committed to the satisfactions associated with the use of force will look closely into the more effective established alternatives of classroom management as summarized in the report and help to bring the UK into line with all other civilized nations that have never enjoyed the egregious honour of having been part of the British Empire.

Prof R. T. GREEN, British Psychological Society, 48 Princess Road East, Leicester.

Letters for publication should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

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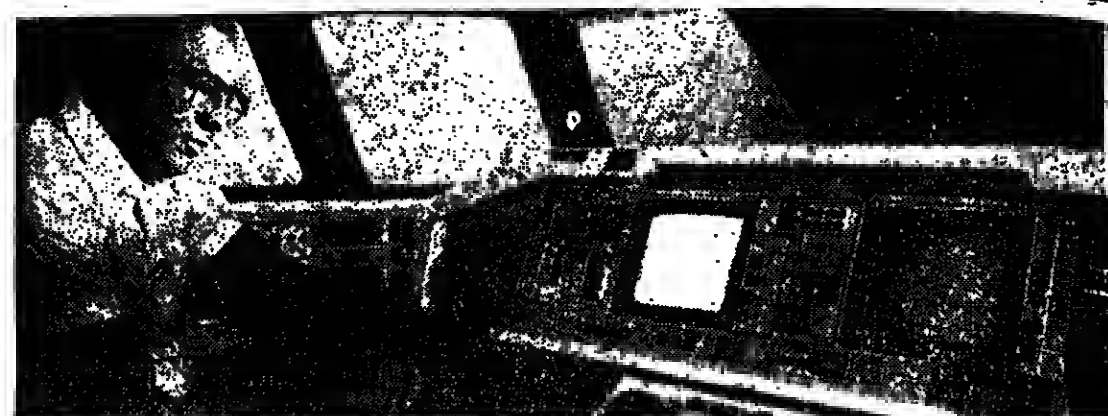
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Science diary



A scene from the Open University programme "World's Apart" to be screened on November 11 at 11.25 on BBC 2, to coincide with Voyager's closest approach to Saturn.

Now, Voyager

by John Maddox

The American spacecraft rolled Voyager 1 is now well on the way to Saturn, and should pass within 125,000 kilometres of the surface of the planet on the afternoon of November 12. Between now and then, the newspapers will no doubt be full of increasingly explicit photographs of the planet and its satellites.

By the end of the year, there should be a much clearer understanding of what the planet is really like, but there should be a further harvest of information by May next year, when Voyager 2—following on the heels of Voyager 1—will make its closest approach to the planet. Without exaggeration, there is every prospect that within a year, more will be learned about Saturn than in the past two centuries of observation from the ground.

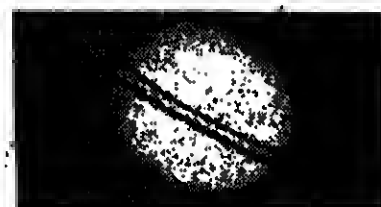
And yet it is already clear that several teasing puzzles will remain, and the chief of these will be the question of what the rings of Saturn are made of, and why they have the shape that has been observed. In reality, the ring system around Saturn stretches out to a distance of 480,000 kilometres—distances equal to eight times the radius of Saturn.

Even small telescopes suggest that the ring system is broken into two pieces—but more recent observations, from spacecraft in particular, have suggested that there are at least five pieces where the ring is relatively devoid of material. Perhaps the most obvious difficulty about Saturn's ring system is why it should be there at all. The recent discovery (again by spacecraft) that the planet Uranus has a much thinner system of rings, and that Jupiter is quite unexpectedly surrounded by a ring of fine dust, has helped to suggest that planetary rings may be more common than has been supposed. Yet nobody knows where they have come from.

What is, however, clear is that even the relatively conspicuous rings around Saturn are really quite tenuous. So much is evident from

the way in which it is possible to see the inner satellites of the planet when they lie between the ring system and Saturn itself.

Telling what they are made of has been a complicated guessing game—it is necessary to try to work out what the material may be from what little is known of the absorption of light of various wavelengths by the material in the rings. As things are, the best guess is that the rings of Saturn (but almost certainly not those of Jupiter) consist of relatively large lumps of ordinary ice—lumps that may range in size from a few inches to a few feet.



The Voyager spacecraft will be able to confirm and refine these guesses, although not by direct chemical analysis of the material—instead, both instruments are equipped to transmit radio signals back towards the earth from beyond the rings. With a little luck, it should be possible to work out the degrees to which ordinary ice is contaminated by other materials, and to learn something of the proportions of lumps of various sizes in the ring system.

Quite a lot can be inferred with reasonable certainty about the behaviour of the particles of which the ring system is made. By no stretch of the imagination could the ring be a solid ring. By now, everybody knows that the rotational (angular) velocity of a satellite in a circular orbit about a planet decreases with distance from the centre of the planet. This means that if the rings around Saturn were indeed made of some solid structure, rotating about the planet as a solid whole, very large forces would have to be transmitted through the rotating disc so as to ensure that the outside and inside edges were moving with the same angular velocity. The dimensions of the system are such that no known material could sustain such forces.

Nowadays, it is plain, the material in the rings around Saturn must consist of independent particles which travel in orbits of their own around the planet. That the rings should be flattened into discs lying above the equator of the planet is also easily understood.

So somebody sitting on a lump of ice in Saturn's rings, the sensation of matter would be eerie. Other lumps of matter would be visible in all directions at a distance of anything from a few feet to a few hundred feet. They would appear to be almost motionless. At the most, relative velocities within the rings are unlikely to be more than a millimetre or so a second. Perhaps every few days, there would be a gentle collision between each lump of ice and some other.

Given such uniformity, it is easily understood why the rings of Saturn do not destroy themselves by the mutual collision of the particles

which they contain. But why there are gaps in the ring system, why, in any case, is there a gap between the inner surface of the ring system and the surface of Saturn itself?

The most pronounced of these gaps is known as the Cassini division. It is visible with telescopes from the surface of the earth as a dark band on the wide luminous ring around Saturn, and separates what is called "A-ring" from the brighter "B-ring" of the system, known as the "C-ring". The other gaps in the system are less pronounced and are observed only with large telescopes or from spacecraft.

The reasons given as to why there should be such gaps are, to say the least, unconvincing. The best explanation so far for the Cassini division is that it is a consequence of the gravitational influence of the planet Mimas—a tiny object merely 360 kilometres across which orbits around Saturn just 185,000 kilometres above the surface. For it is worth, the period of orbit of Mimas is almost exactly half that of the particles that speed along in the particles that speed along in the Cassini division, for which 300 people have come to the conclusion that the ring system is composed of solid objects, rather than a gaseous or dusty medium. The effect of the gravitational influence of Mimas is to keep the particles in the Cassini division from moving into the "A-ring".

That something like this happens is entirely conceivable, but it is easy to see how the division could be distorted into an ellipse by the action of the gravitational pull of each of the other particles in the ring system. It is not clear how the division could be maintained in its present form, but it is clear that the division is not a simple one.

The trouble is that the divisions in the ring system are being increasingly accounted for by the action of the gravitational pull of the planet Saturn. But there is a chance that the accounting is wrong now in prospect of the explanation of the divisions in the ring system, which is that the divisions are not simple ones.

And, of course, there is the question of where the rings in the ring system came from in the first place. The theory is that nobody knows. The rings are too young to have formed from the material that formed the planet, and they are too old to have been brought in by a comet or other body.

A sure choice between the two theories would require the ability to learn of the composition of the rings, and the ability to learn of the composition of the material that formed the planet. This is a difficult task, but it is one that is being tackled by the Voyager spacecraft.

Given such uniformity, it is easily understood why the rings of Saturn do not destroy themselves by the mutual collision of the particles which they contain. But why there are gaps in the ring system, why, in any case, is there a gap between the inner surface of the ring system and the surface of Saturn itself?

Denis Lawton describes some new thinking in Australia's core curriculum debate, and considers its applications for British teachers

November, 1977, Australia's Curriculum Development Centre, directed by John Skilbeck (an Australian who spent much of his career teaching in the United Kingdom universities), began a project entitled "Core Curriculum Values Education". A Working Group, chaired by Mark Oliphant, studied the problem of providing schools with a kind of "cultural map". This summary of the project is an important document for discussion, "A Core Curriculum Framework for the School".

DES "A Framework for the School", which is little more than an attempt to extend a core based on "three Rs" to include science and modern languages. I was in Australia for five weeks when the debate of the CDC document was beginning.

It was interesting to observe the attitudes and differences to the United Kingdom debate on the common or core curriculum.

I was initially surprised to find that the key word in the debate, "core", is used, at least by Malcolm Ross and his colleagues, in a much narrower way than the United Kingdom tendency to identify "core" with "back to the basics" movement.

The CDC document has accepted that most schools have a core, but that the core should be broad enough to encompass the whole of the curriculum. The CDC document is a framework for the school, which is a much wider concept than the "back to the basics" movement. The CDC document is a framework for the school, which is a much wider concept than the "back to the basics" movement.

authors tackle the difficult question of how a core curriculum should be planned and organized. The task of designing a core curriculum is essentially a matter of taking into account general educational principles (which apply to any society at any time) as well as the particular needs of a given society (e.g. Australia in the eighties).

The particular needs are the ones likely to be most obvious and most pressing, but without proper regard for the more general educational principles, there would be danger of the educational process being distorted in order to satisfy short-term social and economic demands.

The CDC have attempted to spell out the fundamental principles (the ones which would apply to any society with a system of compulsory education today):

1. The nurturing and development of the powers of reasoning, reflective and critical thinking, imagining, feeling and communicating among and between persons.
2. The maintenance, development and renewal (and not merely the preservation) of the culture; that is, of our forms and systems of thought, meaning and expression—such as scientific knowledge, the arts, languages, and technology.

3. The maintenance, development and renewal (and not merely the preservation) of the social, economic and political order—including its underlying values, fundamental structures and institutions.
4. The promotion of mental, physical, social and emotional health in all pupils.

The CDC then analyses one particular culture—Australia in 1980—with a view to determining what should be selected from that culture for dynamic transmission to the next generation. High priority is placed on the fact that Australia is a parliamentary democracy.

"Australia is a parliamentary democracy subscribing to basic human rights, the rule of law, a full and active

participation in civic and social life, and fundamental democratic values. Schools have an obligation to teach democratic values and promote an active democratic way of life, including participation in the parliamentary system."

Skilbeck and his colleagues then set out a list of values which will influence the choice of curriculum. At this point, a very important principle is stated, which has general applicability:

"Merely to define the curriculum as the set of compulsory subjects is unsatisfactory. To simply list the subjects is to miss one vital requirement of core curriculum, namely, that subject matter, teaching learning processes, and learning situations should be organized around a set of aims, principles and values which relate to the defined characteristics and major needs of contemporary society and/or youth."

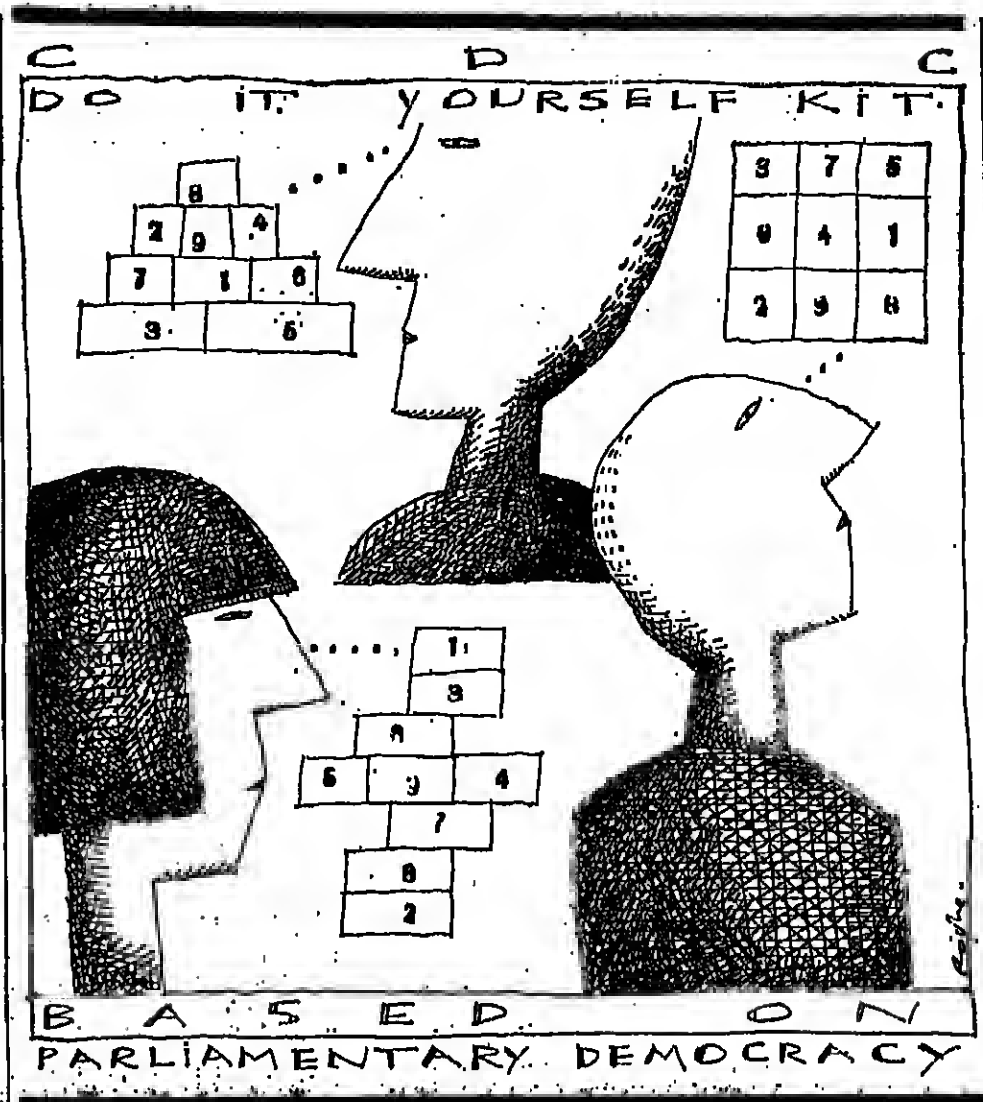
The CDC then provides a list of "core learnings", rather than subjects, in the form of nine broad areas of "knowledge and experience":

(1) Arts and crafts.
(2) Environmental studies.
(3) Mathematical skills and reasoning and their application.
(4) Social, cultural and civic studies.
(5) Health education.
(6) Scientific and technological ways of knowing and their social applications.
(7) Communication.
(8) Moral reasoning and action, value and belief systems.
(9) Work, leisure and life-style.

The nine areas are deliberately not put in any order of priority, nor is any indication given about the relative amount of time which ought to be devoted to each; that is clearly a matter of planning by the individual school. In the document, it is only implied that any curriculum lacking one of the nine would be incomplete, and therefore unsatisfactory.

Each area is defined a little more closely, but without over getting into the

Well beyond the basics



dangerous and unacceptable task of designing a teaching syllabus. For example, area number six is described as follows:

"Science and technology are fundamental forms of human thought and powerful applications of organized problem-solving to practical situations in the every-day life of individuals, for whole societies and for the world order. They exemplify not only rational but also intuitive, imaginative and creative powers of the highest order. They are decisive forces in the transformation of social and economic life, belief systems and working life. Their study in the core requires an emphasis on forms of knowledge, synthesis, interpretation and extrapolation of data, problem-solving, decision-making, theory-practice relations and social action. They are a means of interpreting and modifying the environment. Thus scientific and technological studies need to pay attention to the social issues, inter-relationships amongst science, technology and social trends and needs, and the historical conditions giving rise to scientific and technical change."

"Although choice of material for learning may vary widely, science and technology in the core should provide opportunity for a common set of skills, understanding, and dispositions—scientific and technical thinking and their applications."

This justification of science in the core curriculum has much in common with the HMI document issued in 1977, "Curriculum 11-16". In both cases, a further stage of planning must still be undertaken before handing over the task of syllabus writing to schools. An intermediate level of clarification about the meaning of science, the kind of concepts, skills and attitudes which are necessary for a pupil to be educated in science, needs to be spelled out.

This is perhaps the most difficult aspect of national curriculum planning: presenting an outline or a set of guidelines which will be sufficiently detailed to enable schools to get on with local planning, without venturing into the detailed area of school curriculum or syllabus planning which would be totally inappropriate at a national level.

In both the United Kingdom and Australia discussions about a national curriculum are being pursued side by side with the development of national testing programmes. In England scarce resources have been wasted on developing tests for the Assessment of Performance Unit (APU)—tests which, at best, can only provide crude results in terms of national standards, rather than helpful feedback to teachers and pupils. In Australia there is also pressure, from politicians and some parents, to have national testing, particularly in the area of maths, science and English.

I would see the development of a national curriculum policy as an alternative to this kind of wastage of resources. Getting the curriculum right at national and school level is much to be preferred to a system of testing which not only runs the risk of distorting the whole curriculum, but also may encourage teachers to drill pupils in a most undesirable way.

Denis Lawton is deputy director of the University of London Institute of Education.

features

Paid to learn

Not so long ago, three-quarters of the population in Italy left school without the basic qualification. The '150 hours' scheme, with its distinctive working-class emphasis, has transformed adult education in many parts of the country.

Martin Yarnit reports

Last year, nearly 90,000 people—workers, housewives, unemployed—took advantage of the 150 hours scheme to return to study for the middle school diploma. Since 1973, when the first courses began, over 400,000 adults have benefited from one of western Europe's few effective PEL systems. Over eight million Italian workers are now entitled to 250 hours of leave paid for by the employer.

With even a small scale equivalent scheme seemingly still light years away in Britain, it is worth asking how educationally backward Italy has propelled itself into the adult learning vanguard in under a decade.

More than any other factor, it was the clash between the Italian school, one of the world's most harshly class biased, and the newly radicalized workers and students movements of the years after 1968, which brought the 150 hours into being. The simultaneous and massive upsurge of workers' and students' struggles highlighted the interlinking of school and factory: "We're workers because one day society threw us out of school and made us factory fodder. With

our labour we've paid for a school system that chucks us out and pushes our kids to one side. Culture is used only to make people unequal..."

A year earlier, a group of peasant boys had assembled their own devastating critique of Italian education. Through a painstaking analysis of the national statistics, they built up a picture of a rigid hierarchy of educational inequality, which consigned the children of the poor, of the peasants, of the dialect-speakers to almost instant failure. Their book, *Letter to a Teacher*, traced the fate of successive untalented intakes to show how three-quarters of the population—and nearly all manual workers' children—managed to leave school without the basic qualification, the middle school diploma.

A ruthless selection system ensured a convenient supply of unskilled, unqualified labour for the Italian boom. Only since 1962 has the law required universal schooling beyond the age of 11. But this reform has to be set against the scandal of the upturning school. Assuming that they are lucky enough not to be taught in a big city where the schools can cope only by running a shift system, Italian children mostly attend school in the morning alone.

For teachers and the children of the well-off this is an admirable arrangement, since it provides the time for private afternoon sessions (*doposcuola*), thus advancing the interests of everyone except the majority of children, whose parents cannot afford to pay tuition fees. To add insult to injury, the state schools manage to lose 180 days of the year in holidays, and a further 30 days with examinations. "School, with today's timetable," wrote the authors of *Letter to a Teacher*, "is a war against the poor."

Taking as an indicator the fact that fewer than 20 per cent of engineering workers left school with the middle school diploma—the figures for women and for southerners are worse, of course—it is

easy to see why there should have been an army of one million workers at the beginning of the 1970s studying in their own time and at their own expense, mainly in private night schools, for qualifications.

The law of May, 1970, on the right to study, intended to take the heat out of this situation, merely whetted the appetite for a more radical reform. The workers, who began to trace the sources of their disunity within the factory and the grading system, moved on to identify the school as the promoter of class differences. Within the most militant sections of the industrial working class, the challenge to the schools crystallized in the demand for paid educational leave.

In spring 1973, a delegate conference of the engineering workers' federation (the FLM) called for the scheme now known as the 150 hours to be established in state schools, taught by state teachers. The employer was to contribute 150 hours paid leave, matched by a similar amount at the worker's expense; otherwise the scheme would be free.

The length of the course, which would parallel the middle school diploma curriculum, would be one school year, and the diploma would be examined locally by a commission composed mainly of the course teachers and the unions involved. Above all, the scheme should be mounted on a scale sufficient to eliminate the demand for private courses.

From the beginning, the key to the success of the 150 hours has been the energetic pioneering spirit of the FLM and the national official responsible, Paola Piva, and the pressure for change from the factory committees, spearheaded by the most militant workers in the car and engineering plants of the north and centre.

The political origins of the 150 Hours account for the scheme's strengths and weaknesses. It represents something unique in recent times in western

Europe: an attempt to challenge the functions of the schools by using the base for an overtly working class programme of adult education.

Nobody I met in Italy felt that innovations of the 150 Hours had more than a glancing impact on middle school. It has helped to create an appetite for educational reform, but its influence has been quashed largely as a result of the tactics adopted by the government. The minister of education, in one extremely effective move, has steadfastly refused to sanction any way traffic in staff between the 150 hours and the 150 Hours.

On the other hand, there's no denying the significance of the breakthrough paid educational leave, or the success of the scheme in combining a second chance at the middle school diploma with what the Italian *cultura di classe*. It is probably the formation of the standard school curriculum and the creation of a distinctive class approach to learning which is most interesting.

What this means in practice can be seen by examining how the 150 hours has developed in two cities: Bologna and Milan. The common features are a history and similar forms of organization. Techniques and materials developed in one situation spread to others.

Underlying the similarities is a shared agreement, at least on the part of the participants, to learn from each other's indispensable instruments for independent thought—speaking, writing, calculating, using logical processes and scientific method; and to relate critically the personal experience of life and work to an overall framework of reference.

What this means in practice is conveyed by this extract from an interview bulletin, published by a 150 Hours trade union committee in Bologna. "On the courses, we generally use ways of working. One of them consists in reading books, magazines, extracts

every student reads a part, and after all the words have been understood, explains the passage's meaning, necessary with the help of other students and the teachers. At the end, everyone makes a note of what has been learnt.

Sometimes, instead, everyone individually writes a report. This is then corrected by the teacher with the student.

The other method used in the courses is the work group. The class is divided into groups of four or five persons. Every group has books and magazines available in the classroom. They are read collectively, discussed, then a summary is written of the group's conclusions. Each group then reports to the class."

In the classroom, I noticed three stone procedures almost everywhere. First, students' own experience is used wherever possible as the basis for developing generalizations. Students advance their understanding of the workings of the educational system through an analysis of personal histories.

Second, the techniques of study and analysis are normally conveyed as an integral part of the content. In Bologna, I watched a class learned how to construct a hypothesis in a maths session. The figures were handling related to unemployment in various sectors of the economy.

Third, students are encouraged to work actively, to learn from each other's experience and to help each other freely. In the Italian context, this person-centred approach, which owes a lot to the liberatory politics of the student movement, appears breath-takingly revolutionary.

As much for the common features as for the differences? The biggest difference is north-south. Naples lacks the liberatory presence of the Industrial Hours trade union committee in Bologna. On the other hand, the political weight of unemployed workers' movement and

of the local authority employees has given the 150 Hours a distinctive character.

Bologna is the other extreme; a settled, socially more homogeneous city, where it is impossible to ignore the influence of the Communist Party (PCI). There the local committee of the FLM really runs the 150 Hours, laying down the course content almost as if it were the education ministry in Rome. District committees and teachers, I got the impression, retained greater autonomy from the centre in Milan, where the power of the factory committees has for more than a decade posed problems for the PCI and the unions.

At the same time, the dominating presence of the industrial workers, and especially the engineers, has acted as a unifying influence on the courses. In Milan, one has the strong sense that the 150 Hours has grown real, popular roots to an extent that the FLM's efficiency and centrality militates against in Bologna. To put it another way, the vigour of the 150 Hours is inseparable from the vitality of the local workers' movement.

In the early days, this relationship worked in favour of the scheme. Now, in the era of recession and political bewilderment, the 150 Hours is suffering seriously from the weakening of the factory committees. Demand continues to outstrip supply, but this can be misleading.

In the north and centre, local committees are often failing to take up the available places, while in the south, where the fallings of the schools are felt most severely, there are often more applicants than places. Housewives, the unemployed and public sector workers provide the biggest and most rapidly growing sources of demand. The most dramatic shift in the composition of the student body is the displacement of the mainly northern engineering workers by a more heterogeneous group drawn from the south and islands.

All this suggests that the political impulse which gave life to the 150 Hours may be about to be eclipsed by other pressures. "Of course, people are keen

to get the certificate, and that's what we want," I was assured by Lillian Bellinva, a district course coordinator in Milan. "And that's fine as long as the course is serving more general ends as well." It's difficult to judge how justified her optimism is.

The signs are that the delicate balance between individual and collective advancement which the 150 Hours represents is being pushed out of true by the influx of a new generation of students, who know nothing of the original aspirations of the course's founders, but who recognise the value of the diploma to their employment prospects. This is a far from congenial development from the point of view of the FLM and many of the teachers, notably younger and more radical than the norm in Italy; but it is probably unavoidable given the importance attached to student involvement in determining course content.

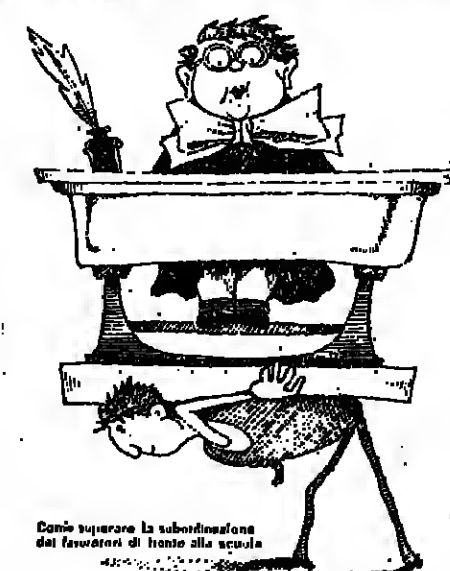
Besides, the vitality of the 150 Hours depends on its capacity to adapt to the newly posed demands of women, of unemployed youth, of the hospital workers. Overall, the evidence suggests that the scheme has risen to these new challenges. It is important that demand is increasing, and that more and more sectors of the economy are covered by PEL arrangements.

The original 150 Hours has become for most 250 or even, in the case of the engineering workers, 350 hours. More attention is going to teacher training and to back-up services. At last, the unions are taking up the campaign to prioritize the recruitment of women, and to make nursery facilities commonly available. More attention, too, is being paid to the provision of literacy courses.

The third sector of the 150 Hours, the so-called monographic courses held in the universities, is giving rise to a serious and useful collaboration between men and women workers and academics over a wide range of issues, spurred on by the Seveso disaster. 150 Hours reports on health and safety at work have quickly established the value of the growing number of advanced courses.

In these, as in the central middle school diploma courses, it remains the case that the "best results have occurred where

features



An Italian cartoonist's view of the relationship between workers and pupils.

the programmes have taken into account what's going on in the workers' movement and the world of work, and have developed teaching which always relates to this" (150 Hours bulletin, Milan).

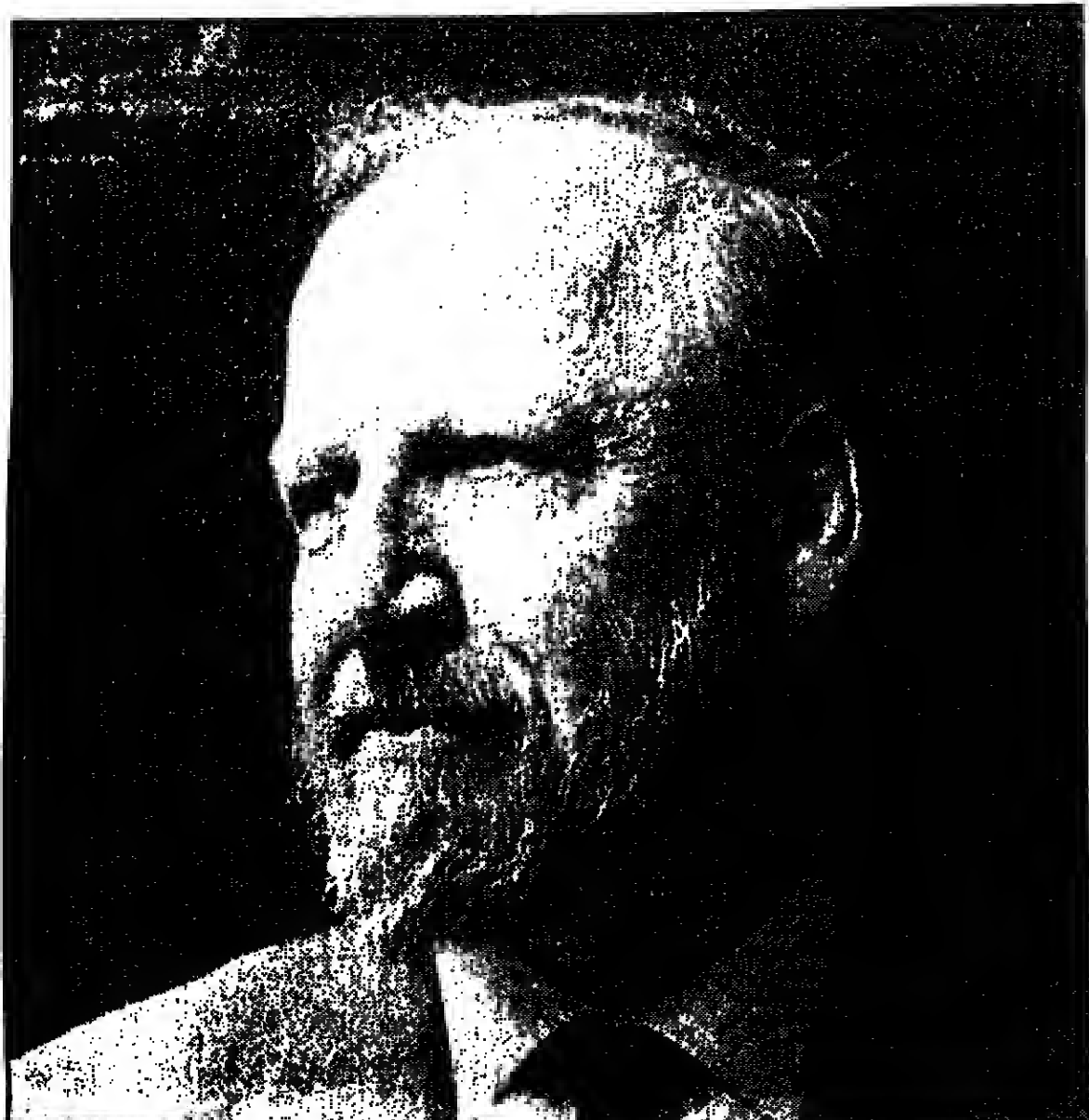
Theoretically, the syllabus comprises Italian, history, geography, maths and science. In reality, what makes the appeal to thousands of students is an approach to learning which attempts to make sense of the world through their ideas and experiences. The fact that there's a diploma at the end of it and that there are no course fees has also contributed to the popularity of the 150 Hours.

Isn't it time we mapped out a strategy to create a British 150 Hours?

Martin Yarnit is WEA Tutor Organizer and Co-ordinator of Second Chance to Learn, Liverpool. This article is based on his essay in *Adult Education for a Change*, edited by Jane L. Thompson, and published recently by Hutchinson (£9.50; paperback £4.50).



Workers join a demonstration against Fascism in Turin. Car and engineering workers in the north and centre of Italy have been the forefront of the campaign for the 150 hours.



Michael Churel

books

Information Book Awards 1980: Judges' reports

Our amazing world

Ralph Lavender on the winner and runners up for the Junior Award

Earthquakes and Volcanoes. By Imelda and Robert Updegraff. Methuen 99p. 416 88120 3.

This year's short list for the Junior Award shows more clearly than ever that information books can serve a whole variety of purposes.

First, the picture information book. Carol Berker's *Arjun and his Village in India* (Oxford) is a model for finding a particular piece of information: text and pictures give a fairly detailed impression of life in a Hindu village in Rajasthan. Even without a map, the text has the ring of authenticity. Arjun himself told me about his family and his own life in the village. Explanations of things, such as chapatis and jaggery, are worked naturally into the text. Yet text and pictures are not made to work so as to extend each other; the stylized pictures have a painted look to them, and the shift from the description of Arjun's life to a description of the village is not made as a move towards an understanding of Hindu belief, it is awkwardly done.

The traditional information book takes a broad subject and gives a factual account of it, armed with contents, bibliography, list of things to do and places to go, glossary and index. John Silworth's *Reptiles and Amphibians* (Macdonald, New Reference Library £2.50) even has a list of things to do with the book. As a reference book, it is incomplete, and pagination is a defect. More seriously, though, the reader never meets the author. In its pages, the language is anonymous, and the much ground is covered too quickly.

Owls by Graham Martin (A and C Black) takes a more restricted field, developing its material at a gentler pace. It is distinguished by superb colour photographs, and is excellent on pellet dissection. But the book's choices of being a prizewinner are revealed by the introduction: it describes how owls are recognized before telling the reader that they are nocturnal. The final four pages on the species and families of owls are a muddle. And contents and index must have been drawn up by different people, since Chapter 12 on "feet, legs and bills" appears in the index under "legs" and "talons".

In spite of the bibliographical respectability of glossary and index, Camels by John Claude Thompson (Aylesbury £2.95) is for feeding through like a piece of meat. The material is often fascinating, the photographs are fine, even those that add little to the book. But it asks just too much of the reader in our age range. For example, in our age range, "his rider must cultivate a 'ranching' score on his neck".

The prime purpose of another kind of information book is to get children doing something. It is easy to have a Small to Stay (Chatter and Woddis £1.50) concern a few hard facts, but some of its pages are wasted. And again, and again, the same come out of the illustrations better than the people. Although this quality is not high enough, this book is far better than the others in its series, and one of the best for the younger children.

And so to the prizewinner. Imelda and Robert Updegraff are responsible for Methuen's *Turning Point* books. Six titles are published separately at the attractive price of 99p each, or they can be bought in three as two cased books. We chose *Earthquakes and Volcanoes* as the winner, being mindful of critical doubts about its five companion titles. This is a dramatic, story concentrated into 24 pages, clearly illustrated with colour drawings and diagrams. By a judicious use of half-pages, the child reader can make the volcano, the earthquake and the volcanic eruption happen as he turns over the page to change the picture. This simple device is not new but it is original to use it for showing sudden changes actually taking place. The text also describes facts, but explains and explains in a lucid way, linking each section so that the connections form a logical sequence through the book. There are also items of information called "our amazing world" recording the facts about, for example, the biggest volcanic eruption children have ever known, the superlatives. Because of the relatively simple yet imaginative language, the directness and the well-thought out disposition of material, we judge this book to be in the middle of our age range. So much of what passes for learning consists of undigested facts; therefore we particularly welcome this book's emphasis on an understanding of geological processes.

Burgeoning nature

Henry Pluckrose on publishing trends for the under tens

As I was browsing through the 80 books which were submitted for this year's award, I was struck by a somewhat diverting thought. If it is true that the Battle of Waterloo was won on the playing fields of Eton, could it also be argued that the long standing British love affair with nature stems from the influence of the school teachers who have upon the output of our educational publishing houses? Despite repeated reminders from Her Majesty's Inspectorate that the primary school is meant to embrace more than the 3Rs, nature study, and a modicum of craft, publishers seem determined to weigh down their lists with titles which feature gazelles and seals rather than those which deal with gravity and electronics.

Evidence to support this observation is provided by examining this year's entries by subject heading, which gives a breakdown as follows: zoology, 2.5 per cent; geography, 12.5 per cent; history, 1.5 per cent; nature, 35 per cent; social comment (e.g. books on ethnic minorities), 2.5 per cent; science and maths, 3.75 per cent.

Now, while I would accept that children enjoy studying nature, does nature, to me, then, if the imbalance of my list is reflected in classrooms across the land then we who work in primary schools ought henceforth to give the life cycle of the rabbit and the life cycle of the rabbit, little less exposure.

Certainly the great improvement in photographic processing over the past 10 years has made it possible to offer children books which are visually attractive. The Birth of a Duck (Chatter and Woddis £2.95) is a little better, though in too little of such breathtaking quality that the reader does not really need a text. Unfortunately there is one. The offering from A. and C. Black (Insects we need, Moths and Owls £2.50 each) rely even more

Earthquakes and Volcanoes

Imelda and Robert Updegraff



heavily upon quality photographs. Each book looks good. On closer examination each would appear to have been built around the authors' photographic collection. Again the text disappoints.

Fortunately photographs aren't everything. Some books rely entirely upon artists' impressions. An excellent example of this approach is found in *Animals to Watch* by Vanessa Luff (A and C Black £3.50) in which the coloured drawings speak for themselves. I'm prepared to swear that the sleeping hedgehog yawned as I turned his page over.

The Bodley Head *Young Nature* series (Animal Disguises and Animal Homes) both by Gwynne Vickers) is also successful. Their text is never patronising and the illustrations which flow across the pages are simple yet sensitive. Zig-Zag the Bee and Core the Roak, both by Michael Cecil (Methuen, £1.95) also do a good job of presenting information in the form of an illustrated story. In Zig-Zag, for example, we are led somewhat whimsically to facts by following the adventures of a tiny bee for whom the author has somewhat of a place to allow him to be something rather more than just a bee. Zig-Zag, eventually turns aside from his bird ways and ends up in the Queen Bee's new-minted house for nature lovers. Whimsicality on a rather less disastrous level is also evident in *It's easy to have a small to stay* and *It's easy to have a caterpillar to stay* both edited by Caroline O'Hagan (Chatter and Woddis £1.50 each). Written and illustrated for young children, these books encourage observation and comment. The drawings are flat and stereotyped, and both books feature boys. Don't little like creepy crawlies?

A third approach popular with publishers could be described as "mixed". Having decided upon a topic, the author uses every possible factual approach to seduce the young reader, even though the book often gets lost on the way. *Jungles* by Angela Wilkes (Usborne £2.50) for example, provides useful background reading for the next TV series, but is full of gratuitous facts, quickly presented. The First Book of Nature (Usborne £2.95) is a little better, though in too little of such breathtaking quality that the reader does not really need a text. Unfortunately there is one. The offering from A. and C. Black (Insects we need, Moths and Owls £2.50 each) rely even more

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Animal Disguises by Gwynne Vickers (Bodley Head £2.50) is a case in point. The first two sections of the one-page introduction give you all the general information you are going to get to the point of the book. After that a series of colourful double-page spreads offer clear examples of camouflage, but in no way do they consider. *Shinners* (Fash and Fash by Caroline Ruppel £2.50) is a picture book which shows something of the lives of three London Jewish children, both those aspects which are specifically Jewish, and which are not. Unfortunately the simple principle is reversed in the text, which seems to be less. One page ends "... Middle-Eastern countries refuse to accept that the Jews belong to Jews", while at the end of the next page we get "... to learning the violin and piano". The reluctance of this book to go too deep has made it inexplicit.

Though most books had one or two pages on artists' impressions, *Jungles* (£2.50) in the First Travellers series is a good example of the inconsequential book. Its contents list includes *The Jungle*, *Walking Through the Jungle*, *Where the Animals Live*, *The Jungle at Night*, *The River*, and *Out until the penultimate* and we arrive at *Where the Animals Are*. Very few topics books for age group seem to take seriously the responsibility of arranging items of information in a meaningful sequence.

Most of the books we looked at with a single topic, it is a pity that there were so many. A book that takes a topical approach, that draws on the way that information is structured and classified in the beginnings of research, to make use of the book and to make the text. Nor many offered even the simple help of a reader that was found on the contents page of *Reptiles and Amphibians* (£3.50) which blazes (Macdonald) with a heading "How to use this book". This book tells you about reptiles and amphibians. You will find where they live, how they live, what they eat and how they live. The book has 10 to 20 pages of pictures. Pages 10 to 15 are about reptiles.

Information books are not to be dismissed as well-designed tools for the books that were written along the lines of an account narrative; that is, they were often looked at as a series of hard to use, though they were interesting to read. The reasons why they achieved so little credit was that very many of them were designed as a series of spreads. Few texts were turning over a page. Some were a muddle of pictures and captions and text, and some were a muddle of pictures and captions and text, and some were a muddle of pictures and captions and text.

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Old friend, new guise
Valerie Alderson on the winner and runners up for the Senior Award

The Oxford Junior Companion to Music. Second edition by Michael Hurd. Oxford University Press £9.95. 19 314302 X.

Perhaps the most significant aspect of the books from which the judges were asked to make this year's selection has been the marked, indeed alarming, increase in the number of "new" volumes submitted: not just series-format stuff, but full-scale assembly line products worthy of Fleet's robots. To be confronted by some 160-plus titles of which these form a substantial portion is a demoralizing experience in no way mitigated by the indifferent presentation of much of the alternative matter.

This year, apart from general standards of accuracy, language and illustration, we have been concerned with questions of originality. Increasingly, in times of escalating prices and tightening money supply, we have also excluded a number of otherwise eminently worthy books because from their presentation and tone of voice, they were obviously designed for the general adult market.

Among the latter, we noted especially John Baines and Jerrold Midgley's *Atlas of Ancient Egypt* (Penguin £1.5). Beautiful and scholarly work which could earn a place in any secondary school library as a reasonably accessible general reference volume. We were also impressed with the quality of the book from The Macmillan Colour Library, *Jonathan Rudolph: The Sea and Kailash* (The Earth £3.95 each). These are examples of formula packaging at its very best, well ahead of the general run, but still seducing the eye with elaborate colour work while containing the text to fit its allotted space — a topic per opening be it large or small.

Kestrel, too, submitted two books with some outstanding characteristics. *William Edmondson: The Legend of Mystery* (£3.50) and *Richard: A Story of Courage* (World Mythology £7.95). The former displays a lively and original if slightly approach to the history of blues discoveries; the latter, a more sober account of a "world" as well as a more usual account of a highly decorative, but perforce superficial volume.

Nature also has its representatives. *Hedgehog* by Eric Thomas and John T. White (Ash and Grant £4.95) again shows originality in its historical-narrative account of a habitat which is rapidly disappearing. Its charmingly illustrated full colour picture-book format includes a centre-spread which opens out to give a panoramic effect showing hedgehog in its natural habitat. Views, but not the author's use of the text would deter many readers initially attracted by the book. This could not, however, be said of four small paperback volumes, *Signale to Look For*; *Watch the Garden*; *Readings*; and *View (85p each)*. A new way of "exploring nature" says the series and they are just that. We certainly commend them for their excellent colour photographic illustrations, which both enhance and complement the text which is designed to draw readers of all ages into the world of nature. In school, they would have a strong appeal on topic, the models for the "new" books, sometimes, the greatest chunks of their text copied into children's books. The Oxford Junior Companion to Music (£9.95) by Michael Hurd has

renewed Percy Scholes's 1954 edition so that "Though based on (his) original work, scarcely a word remains...". This new presentation is altogether more attractive: larger format, with plenty of relevant coloured illustrations; rationalisation and simplification of the text to bring it into accord with contemporary opinion; and with an extension of its scope to take in the more rambling and catholic interests of today's young musicians. We had some reservations about the modifications of the alphabetical arrangement: it may be a good idea to extract the larger topics (e.g. "Brass", "Opera", "Mozart") and present them as boxed articles, but this disruption of the sequence can be confusing where shorter articles are broken in mid-sentence and there is no indication of the place of continuation. However, this did not seem a significant objection, since we were sure readers would rapidly adapt to it and it was consistent.

To sum up, then, while we would especially commend the four Watch Trust books for their enthusiasm and originality of approach, our final selection goes to the Oxford Junior Companion to Music as an outstanding reference work which should still be giving valuable service long after the latest package-books and trendy studies have been consigned to the pulp mills.

Signs of the times
Gerald Haigh on current publishing trends for the 11-16s

After living waist deep in information books for several weeks I now have this recurrent vision in which groups of publishers and editors fight through the universal undergrowth with open book boards, agog to snap them closed over likely-looking subjects.

"Look, Peter, Oil Rigs!" (Snap!) "Over here, Penelope, Space Shuttle and Capital Cook!" (Snap!) "Windmill under themes and trends in all this looks at first impossible. After a while, though, the gestalt drive asserts itself and patterns begin to emerge like town plans on the desktop wallpaper."

The really big theme to inform the 11-16s is what one might call "Supertech". Such books constitute a celebration of the taming of the universe by means of awe-inspiring technical structures and a "2001" rendering of deep space hyper-macros being assembled by tiny space walkers. Another is a flaring oil rig silhouetted against the North Sea dawn. Such covers are the triumphant march of technology is inevitable and probably necessary, and many of the books make at least an attempt to discuss such darker aspects as pollution and the depletion of resources.

Books which confine themselves to prosaic factual description, though, are always going to find difficulty in conveying the spectacular feeling of some of the subject matter. Truth about the subject, for example, is not just a matter of reciting payloads and orbits but lies in its nature as a terrifying concept ablaze with heat, power, stunning size and menacing speed. The very notion of hauling it down to glide down again is perhaps too outrageous for the straight description it gets in Tim Furlong's *The Story of the Space Shuttle* (Hodder and Stoughton £5.95).

By contrast, Nature — another numerical, or at least, almost too, the photograph of wild creatures, for instance, has progressed to almost unbelievable standards of a photographic number of those fine and many of the most striking pictures of modern science. The countryside, too, just begs for gentle prose and lovingly painted undergrowth, the whole

other field, almost everything is fun. *Fun* is a word so awful in this context that the judges felt that an information book making use of it, even once, had put itself beyond the pale. It appears to be regarded as a word certain to convert alien young readers into eager ones. It seems just as likely that it would be recognized by any person of spirit as a word designed uneasily to wheedle, coax and cajole. One might, indeed, expect it to turn a fairly eager young reader into a sullen one.

This is where the dimness the judges found unacceptable became an equally unacceptable form of brightness. A curious development is the information book that is perfectly sober as to contents, but goes in for wheeling in a rather wild way on its covers. An example is a very decent series of small-format books on the history of the world, here between covers and contents amounts to misrepresentation of one by the other. The series is called *Whizz Kids*, a title enclosed in a jagged lightning flash. The back cover tells the reader that "Whizz Kids" are "jam-packed with practical advice... and they're fun". The front cover goes in for a sort of frenetic, ugly jollity. In fact, the covers are check-sulted comics inviting the reader in by begging him to look at the book with a wry smile and the insides are as straightforward as if they knew nothing of what was going on outside — and really rather good.

It's an example standing for a trend. Eye Openers, another series, calls itself "And there was a book on chess — that most austere of games! — that supposed it could address itself to the young on this subject only by crowding its useful pages with useless facetious images of chessmen at work on drawn the images of battle to which the game certainly gives rise, essentially rather grand ones, are debased. The judges worried also about the great multiplication of books on the same topics. Again and again, Oil: again and again, Space. Even

where the topics vary, so many information books have now a deadly similarity. Reading of The Theatre, you seem not so remote from reading of The Computer. The reason, as the judges have lamented in other years, is that a very large number of books now follow the same pattern. It is based on the double spread. It produces the familiar spectacle of the usually tiny, artfully measured quantity of text hemmed in by art work. Nothing ever spills over from page to page. The text looks all individually of voice. (Among this year's books, the resulting prose is perhaps best represented by a sentence that runs: "Bees provide useful space for many activities. It is, or its worst, judge suggest, 'vapidity plus colour, supplement.'") It leads not only to this numbing sameness of style, but also to a frightful discontinuity. The double spread mechanically used prevents a subject from ever flowing.

The combined work of the art team may play false to itself. The judges thought one of the unhappiest books they saw had Picasso as its subject. The team had simply provided too many ingredients. The pages were a victim of too many instructive incidents. And some telling observations. A book which offered Sagovia as a teacher of the guitar and honoured that offer but packed it round with so many photographs of the great man with young pupils — pretty but unattractive photographs — that the serious content of a well-intentioned book was reduced. Again, substance was sacrificed to a fashionable notion of elegance, or to the tyranny of the art editor. There was a book, too, on music that had in the centre of an important page a view through a window... so the rest of the page had to be the walls of the room in which the window was set. These walls were decorated with wallpaper which in essence consisted of yellow dots. How does any reader, young or not, read a page of text that is superimposed on an outburst of yellow dots?

Absent with Cause. Lessons of Trifony. ROGER WHITE. A documentary account of a special education unit, the Baywater School in Bristol, showing how the school has been able to overcome the label of failure. I have read nothing more imaginative and practical than Roger White's book. David H. Margreaves, *The Times Educational Supplement*, 1980. 0665 8 (paper) £5.95.

The Politics of the School Curriculum. DENIS LAWTON. Deputy Director, Institute of Education. His recent book on education has been so explicit, positive and frank in exposing the menial manipulation by the DES hierarchy, it should be in every classroom library. — Max Morris, *Teacher*, *Routledge Education Books* 0679 6 (cloth) £5.95, 0668 7 (paper) £3.95.

School-Based Curriculum Development in Britain. A Collection of Case Studies. Edited by JOHN EGGLESTON. Professor of Education, University of Keele. A series of case studies of a variety of forms of curriculum development in schools, showing the influence of the process and the implications. *Routledge Education Books* 0446 X £8.50.

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THIS WEEK

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THE TIMES LITERARY SUPPLEMENT

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One World Library is an extremely ambitious concept which aims to present "an informative picture of the world today, with text and illustrations depicting activities in all spheres of life. However, impossible this may be to achieve, the first four volumes are determined and praiseworthy attempts in four challenging areas of scientific knowledge.

Signor Mercet is the author of all four books, but not the conscious of the Indian origin only on close inspection. The text reads consistently well throughout. Photographs and other illustrative material are beautifully reproduced and helpfully placed. The topics covered by these four volumes are widely diverse, but all are information-packed, so much so that one is soon reeling mentally if attempting a straight read-through. But the books are intended for selective information gathering rather than continuous reading, and the reader is assisted in each volume by an excellent and comprehensive index (it was unlikely that my first random trial identified what is undoubtedly a rare error in the index of "Evolution" - mutation is not to be found on page 10).

The degree of specificity in the area of knowledge concerned affects the overall cohesiveness of each of these books. For example, in *Feeding the World* and *The World of Technology* the selection of material presents a considerable challenge to a reader's knowledge to result. *The World of Technology*

New roads to freedom

John Laski

Computers. By Heinz Kurth.
World's Work £3.50. 197. 53619 x.

The Story of Computers. By Roger Piper.
Hodder and Stoughton £4.25.

340 24626 x.

We badly need books that will start children exploring computers and computing. How do and will computers structure the social environment? What thinking needs and why ways of thinking make one sense to the computer? What is the problem and what does it do for the child? When computers be organized to do all the things we want them to do? In what physical media can the representations of program and information be stored, retrieved and manipulated? (I have not yet seen the essential point made in the patterns of volumes holes in cards, or whatever, realize the same information, and the use is not concerned with the medium.) There are only a few of the questions everyone needs to consider.

Neither of the books under review will help. Heinz Kurth's *Computers* is frequently confusing and often inaccurate. Roger Piper's *The Story of Computers* concentrates so much on hardware that the index refers to programming on only five out of 76 pages, and those five the text has almost nothing to do with programming.

The computer will make possible the largest extension of human freedom since the bicycle. When will children and teachers, educational administrators and politicians, what this freedom is and how to reach for it?

perhaps the least specific topic of the four, contains much that is interesting and worthwhile. But the inclusion of a chapter entitled, unhappily in this context, "Some marvels of modern science", highlights this problem of selection. On the other hand *The World of Chemistry* and, especially, *Evolution*, are intrinsically more economical in nature, which makes the selection of content seem inevitable rather than idiosyncratic. I prefer *Evolution*, which gives a clear, accurate and wholly absorbing account of the process. Again, the photographs help enormously in the production of a very satisfying volume.

All four of these books are strongly and attractively produced, and the list of titles under preparation suggests that this series is worth serious consideration for the school reference library.

The two volumes in the Science in Action series also differ in the degree of specificity offered. In *Modern Metals*, Andrew Langley tries to bring some sense of structure to link together a very complicated and complex field, and the fact that he does not entirely succeed within the constraints of less than 70 pages is not surprising. It is difficult for the reader to discern the overall direction of this book; it comes over as a miscellany of information about metals.

The Silicon Chip is, in the editorial sense, easier to handle, and Ken Woodcock tells a fascinating story which should have a ready appeal to young readers; but the early pages, vital to the exposition, contain some ambiguities and some confusion, which should have been tidied up in proof reading. The first caption says, "Modern office tele-

phone exchanges contain silicon chips. This helps to make them small and reliable." The caption is changed? Again: "The computer contains valves. The valves were designed to break coded messages." The computer is shown in a photograph of a valve, the accompanying caption describes it as being "about 55mm long and 22mm in diameter." To fact, it measures the valve to the photograph, as I did, you find that it is more than twice these dimensions. This criticism would perhaps be over-fastidious were it not for the fact that on the facing page the caption, "Valves are also used as you can see in the picture" (italics).

Both these Science in Action authors are over-generous in the use of the exclamation mark, and the context of science textbooks whose purpose is to further explanation rather than argument, they often seem inappropriate. The photographs, all in black and white, are generally of good quality, though some are too small to be very helpful. The selection of photographs poses problems particularly in *The Silicon Chip*. It is so small, Mr Woodcock decided to include, in addition, photographs and diagrams of the chip itself, pictures of all sorts of hardware in which silicon chips may be present. We have numerous photographs of cameras, washing machines, and other rather familiar and boring (though undoubtedly "contextually fascinating" chippiness), but volumes thoughtfully provide series and indexes.

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books

Coming up knowledge

Francesca Greenoak on gardening

Growing Things Outdoors. By Pet-
tids Bell.
Hodder and Stoughton £3.25.

The Polled Plant Book. By Sue
Tarky.
Methuen/Walker £2.95.

The Window Box Book. By Sue
Tarky.
Methuen/Walker £2.95.

"Do you like helping grown-ups in the garden?" begins *Growing Things Outdoors*, ending "I know you will have lots of fun." Personally, I do not warm to this "auntish" tone of voice, but for those who do, this book runs through a range of easy plants to grow with a few basic instructions and some hints about general care. Illustrations on every page (some in colour) show plants, tools and a family (in rather stiff attitudes) at work in the garden. I would have liked a bit more consideration to have been brought to the spread of growing areas, and in all very well planning down acorns, oak leaves and conkers in the bottom of the

garden but these are big trees and they need to be sited with care. There is a warning against cats in the "Bird Helpers" section but depicts this bird table picture as in the perfect position for serving up the cat's breakfast. This is a rather slight book for the money, clear enough in its old-style fashion but not a book to excite either child or adult.

There is not a trace of condensation in the two Methuen/Walker books, which represent excellent value, well-conceived and executed with attractive illustrations in full colour throughout. The subjects, window box and pot plant gardening—offer an opportunity for growing things to any child, not just those lucky enough to have gardens, and with such clear instructions and "activity illustrations" make disappointment should be avoided. I particularly like the sensible idea of tucking the choice of plants on a room-by-room basis, from eatmy bathroom to north-facing bedroom. The selection of plants pictured and described in these books is wide and interesting, though I

should have liked a few scented flowers included such as the easily grown "Isomon geranium". They are books carefully designed for children to use but so sensibly written and pleasingly presented that I am sure parents and teachers will like reading them too. I picked up several tips on seedlings, care of bulbs and window box requirements as well as discovering why my pincapple tops have not so far been successful. There is also good practical advice on potting, taking cuttings, hydroponics, making hanging baskets and climbing eliks.

Both these books demonstrate the interest of their subject rather than simply insisting on it. You feel like dabbling off at once and trying out some of their suggestions. Many of the ideas are presented in visual form: attractively on a range of impractical plant containers; unusual combinations of plants—the window box with lettuce and little red double daisies looks both pretty and tasty. Each book has a good index which thoughtfully includes illustrative references even when these are not labelled in the text.

Voyages of discovery

F. W. Kellaway on birds

Collins Bird Guide. By G. Stuart
New and John Gooders.
Collins £5.95. 00 219100 9.

*A Guide to Seabirds on the Ocean
Routes.* By Gerald Truitt.
Collins £4.50. 00 219203 9.

Innovation is not all that easy when it comes to handbooks, but there is some justification for the subtitle of this attractive book from Collins: "A new guide to the birds of Britain and Europe."

Two main sections carry colour plates and a descriptive text. In the first are over 600 illustrations, in relatively true colour arranged, not in the usual scientific order, but by the size, shape and colour of the birds. Distinctive behaviour and habitat also condition the groupings, which thus offer a useful starting point for the reader after identification.

Each photograph is cross-referenced to the relevant text in the second major section of the book. Here is information describing the various species (464 in all arranged systematically in 69 families); and their individual members, with notes on voice, habitat, nesting patterns and the areas in which they may be found.

While these two parts represent the bulk of the book (occupying some 300 and 400 pages respectively) there are other important matters covered in a further 50 or so pages. Among them are hints to bird watchers, a sensible glossary, an index with common and scientific names and a section on conservation. The whole is attractively bound and the volume could be carried in a fairly substantial pocket.

The guide to seabirds contains relatively little new material; but there is novelty in its arrangement. Typical five sections describe routes throughout the world—British Isles to Cape Town, Aden to New Zealand, Hong Kong to Fremantle and Panama to Japan are a random sample.

For each route there is a concise, annotated list of all the seabirds which frequent the bordering areas. They are narrated in the order in which they may be seen between the ports of departure and arrival, and there are cross-references to the author's *A Field Guide to the Seabirds of Britain and the World* where coloured illustrations and more detail are available. These two books together should enrich many a voyage.

Flights of fancy

The Duck. Illustrated by P. Barrett.
The Penguin Illustrated by
N. Weaver.

Animal World Series. Macdonald
Educational £1.25 each.

The duck appears to me more than its companion volume. It is less a natural history, but the water colour illustrations are beautiful. The birds are realistically reproduced and the soft harmony of the whole scene is a delight to the eye. The text plays a very secondary part and is perhaps a little fanciful in places, but it should prove interesting to young children.

The Penguin has not the benefit of lovely drawings and reproduced they have not the same appeal as those in *The Duck*. This text is a greater part in the book and is well written, although the classification of detail is apt to be confusing. The mothers feed their own ducklings and let's produced by their own digestive system. Both these books are worthy of a place on the middle school library shelf.

Worms. By A. Wootton.
Mosquitoes. By A. Wootton.
Wayland £9.50 each.

Worms starts as a general life history as might apply to the commoner species. Comparisons are made with other creatures called "worms"—eg, earthworms, slow worms and woodworms. The value of the earthworm in the soil is stressed and we are told of its many predators—worms as fishing bait; composites with marine worms and other interesting side-lines are explored.

Mosquitoes also start with a general life history and a comparison with "pseudo-relatives", referring to the large number of species throughout the world. The Culex and Anopheles are given greater attention because of their occurrence in Britain and their relation to man. The method of control is discussed.

Both these books with their useful glossaries and indexes, are worthy of a place on the middle school library shelf.

Omniscient

The New Larousse Encyclopedia of Animal Life. Consultant Editor
Maurice Burton.
Monthly £12.95. 600 30435 3.

The Complete Encyclopedia of the Animal World. Edited by David M. Burn.
Dolopus Books £12.95. 7064 0760 1.

The Larousse Encyclopedia, already established as an authoritative work, has been completely brought up to date with the illustrations now in colour. The *Animal World* also offers a comprehensive survey of the animal kingdom and includes distribution and conservation. This book could well smooth the way of the O and A level biology student who would appreciate the magnificent coloured scientific drawings. No layman need be alarmed by the use of technical terms where necessary as both books have an easy reading style and adequate glossaries are included.

These two books will be equally fascinating to the general reader as to the biology student and will be useful reference works for the professional zoologist. R. C. Vernon

Children's Information Books in Full Colour

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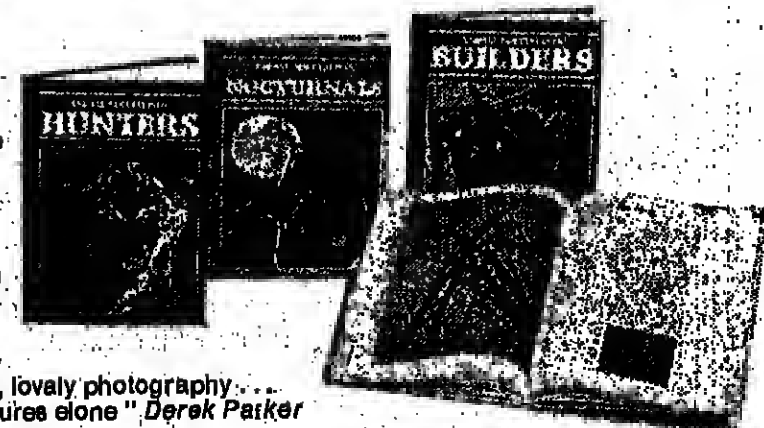
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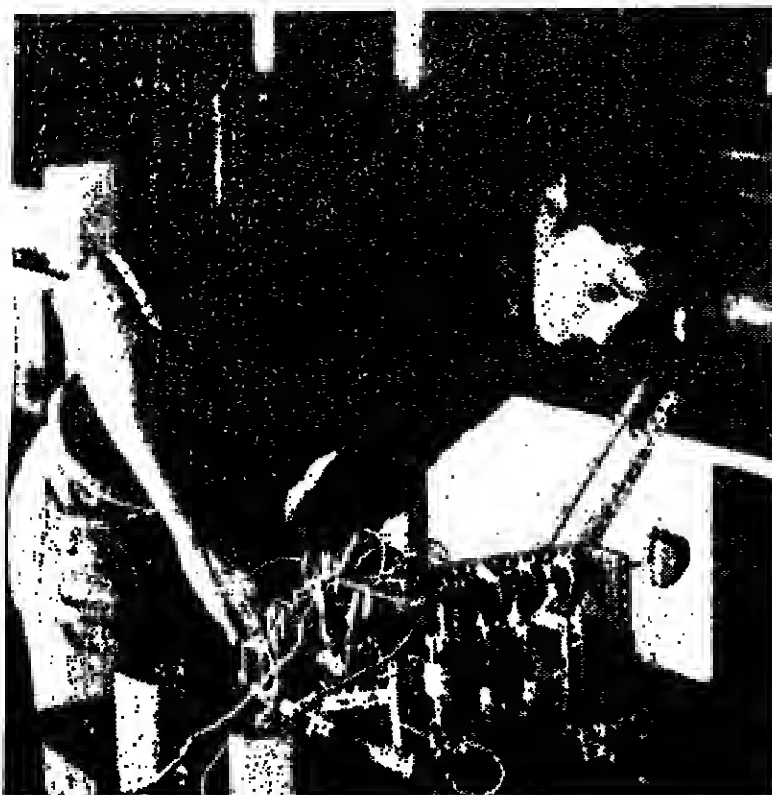


Dent

TEB/1

BRIDGING THE DIVIDE

John Hardwick on 'A' level developments in CDT



"O" level control technology project work. Mobile crane with a programmed sequence of operations at Kirkley High School, Lowestoft.

Much has been said and written in recent weeks about the inadequacies of the A level examination system as a preparation for a rapidly changing world. It rarely permits the study of more than three subjects, and these are too frequently grouped to form an arts or a science triad. When schools should be attempting to educate pupils for a world where change is the only certainty, a broader post-16-plus curriculum is needed delaying specialization and providing a foundation for the reduction which will be an inevitable part of the lives of citizens of the twenty-first century.

Whatever the emerging examination pattern proves to be, syllabus content must be critically examined

and it is inappropriate to begin with the existing syllabuses for craft design and technology. An analysis shows that at advanced level the technological content is slight. Broadly speaking, syllabuses tend to be blatantly scientific or have a bias towards the aesthetics of functional design. The science-based courses can include considerable laboratory time spent proving known phenomena. The technology syllabuses often have a credence in academic circles because they duplicate work already included in traditional science courses. The aesthetically biased courses have the virtue that they lay emphasis on the creative activities of the workshop. But it is possible to do well in such a

course with only scant understanding of the mathematical or scientific principles that underpin world and enable us to harness the forces of nature, or of the restraints upon our progress.

Any advanced level syllabus purporting to be technological must not exclude any one of the accepted disciplines. Failure to include opportunities for ingenuity and creativity would render it as meaningless as a technology that is unable to quantify stresses and strains, to calculate the costs of materials and manufacture of an artifact, or to understand the social and environmental impact of an invention.

The development of enlightened examination courses at CSE and O-Level has precipitated the need for an A-level follow-on of some kind. This applies particularly to two courses: the modular Technology examination produced by both the Oxford and Cambridge Boards and the Control Technology examination of the Associated Examining Board. The clarity of these syllabuses should be commended as a model to all in the business of examining.

Candidates follow a clearly defined course and at the end of it are expected to pass conventional examinations. The production of a project that satisfactorily resolves a technological problem. The examining techniques employed are, a fiercely expensive when compared with some other subjects and the examining bodies are to be congratulated in recognizing the need and demonstrating a willingness to sacrifice income for educational return.

An advanced level technology course is needed that does not treat technology as a new and separate subject but as a development of the courses propounding the design process. It is here that decision making and its application to the solving of technological problems culminating in the self-critical evaluation of a solution against the original specifications.

One of our national failings is our inability to attract sufficient numbers of sixth-form girls and boys, who have the aptitude and ability, to the world of engineering. It should be our goal to produce a stimulating course generating a high degree of technological capability among pupils taking advanced level physics and mathematics, though it must not be overlooked that the professional engineer is not the sole arbiter of a decision likely to affect a community or nation. It is equally important that many more sixth-formers, possibly with supporting arts subjects, are given a technological dimension to their education, enabling them to become informed decision makers in an essentially technological society.

Every A-level course needs to have some currency in institutes of higher and further education and it is extraordinarily difficult to encompass the goals outlined and devise a syllabus bridging the cultural divide that exists between the sciences and the arts. The body of knowledge clearly stated in a technology syllabus is important but is insufficient on its own. It must lead to a high degree of pupil confidence enabling them to overcome technological problems with workable and well-made solutions. Pupils should also acquire comprehension and communication skills (both oral and graphic) enabling them to discuss technological issues with the informed and the ignorant.

Perhaps as important as the awareness of the rewards, resources and restraints of technology is an understanding that technology is concerned with working with people for the benefit of people; a difficult concept to teach to sixth formers at a time when for them, educational assessment seems to be a lonely occupation where the examinee pits knowledge and capability against the examination system, represented too frequently as combat with pen and paper.

An A-level Technology examination has emerged that accomplishes these aims. It has been produced by a group of teachers supported by staff from the National Centre for School Technology and working together under the auspices of the Cambridge Syndicate.

There is a common core, giving a general insight into technology and candidates are expected to be conversant with such issues as the energy and power needs of society, the importance of materials resources, the prime mover or control device, the development of systems, and some knowledge of the history of technological innovations. A study folder is compiled demonstrating evidence of personal research on a

stated topic. The topic for the examination is "the harvesting of root crops".

Four modules are offered, of which two must be chosen. The modules are structures, materials processing, electronics instrumentation, and materials processing. No one is placed in a choice. These are important as a detailed study of their own right and as a source of inspiration upon which the project may be based.

Design thinking is emphasized every part of the course is specifically tested in a design paper, giving an opportunity to demonstrate a sound knowledge of the modules, the ability to solve a problem, considering a range of alternative solutions in a clear and logical form, and drawing a final solution with drawings.

A major constructional project is expected of every candidate. The project, though not included, would be the exception. It is accompanied by a report including all relevant plans, correspondence, investigations, and calculations leading to the design. The marks weighting to the project is an encouragement to the belief that technology is essentially makers and not theoreticians only.

This syllabus has been approved by the Schools' Council and is limited to 16 schools for the period. The schools, however, in East Anglia but must be overcome before it can be widely taught. It takes a vast programme of training before the teachers serving teachers would be able to teach this new course.

The development of such a syllabus also highlights the need for a new approach to the examination of technology. The schools' Council is making a study of the examination of technology and will be publishing a report on the subject in the near future.

J. N. Hardwick is County Technology Adviser, Suffolk Council.

Highland Craftpoint Services to Crafts

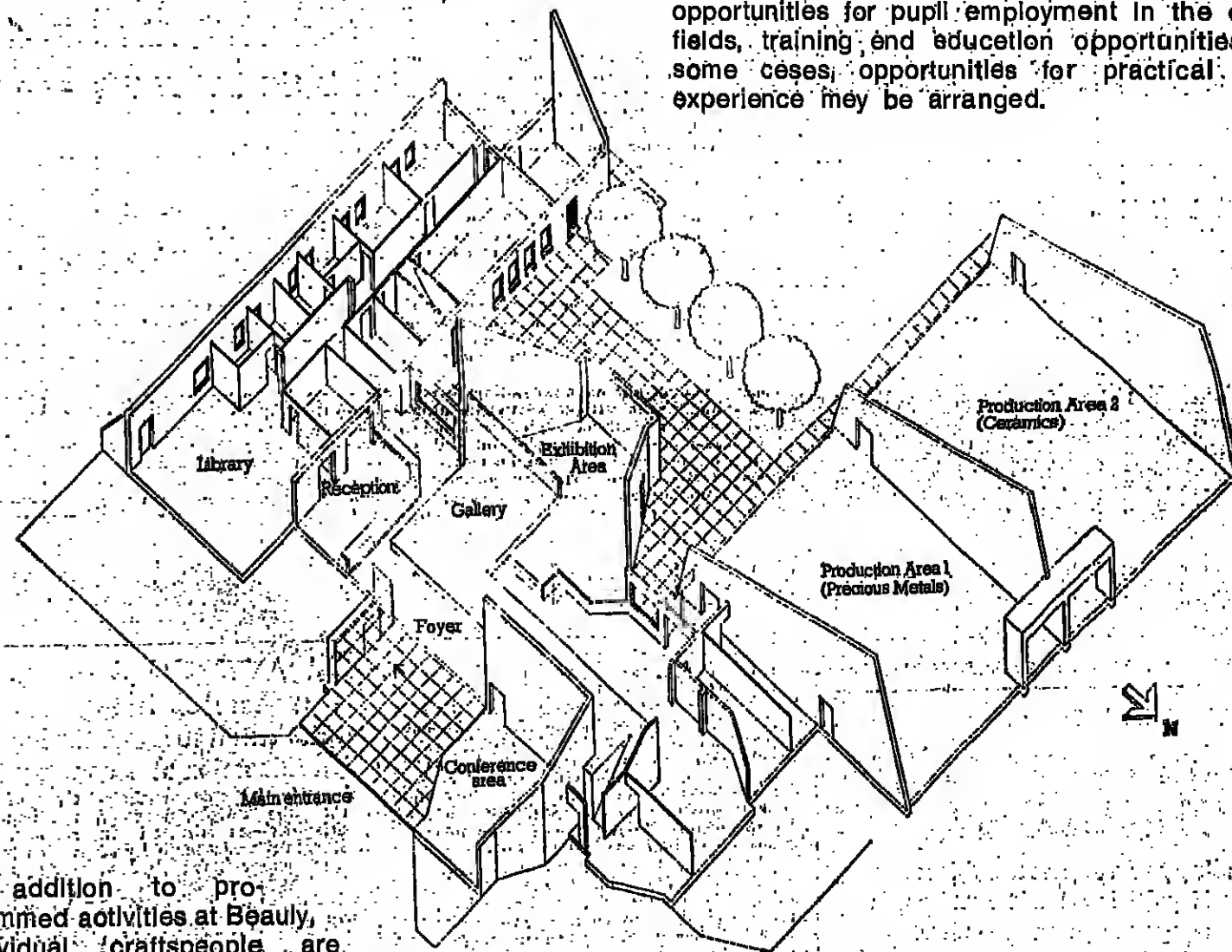
Highland Craftpoint was set up in 1979 to provide professional services to craftspeople and small crafts firms in Training, Marketing, Technical and Information Services, throughout Scotland including remote Highlands and Islands locations. From January 1981 it will be based in a new, purpose-built and fully equipped complex at Beaulieu, just outside Inverness.

In general, Highland Craftpoint's services are restricted to those resident in Scotland but enquiries from those outside Scotland who are considering moving north to work in the crafts will always be considered.

Staff are available to visit craftspeople in their own workshops to discuss ideas, evaluate products, conduct appraisals of equipment, materials and workshop layouts, including manufacturing methods. Specialist consultants can also be called on to assist when required with particular problems or processes. Training can be arranged in workshops or, on an individual basis, at specially selected centres throughout the country.

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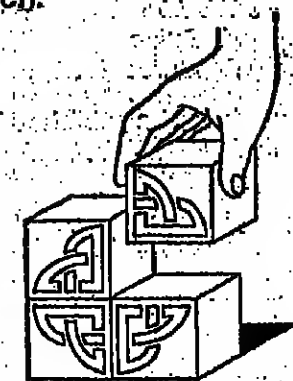
In addition to programmed activities at Beaulieu, individual craftspeople are most welcome to visit and work with us on an independent basis. We have comprehensively equipped workshops (each 3,000 sq ft) for ceramics and precious metals with a secondary facility in wood. We can also carry out toolmaking.

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When you are next in our area (that is, from January 1981), call in and discuss your needs with us: we would be delighted to see you at anytime. If you would like further details of Highland Craftpoint, its services and facilities, or if you have a particular enquiry and think that we may be able to help, write to:

The Director
Highland Craftpoint
53 Church Street
Inverness



A SUBJECT FOR SATISFACTION

By Susan Thomas

The best design departments bear the hallmarks of excellence. They are vibrant, they are full of life, they are full of ideas. They are full of people who are passionate about their work. They are full of people who are committed to their work. They are full of people who are dedicated to their work. They are full of people who are proud of their work. They are full of people who are happy to work for them. They are full of people who are motivated by their work. They are full of people who are inspired by their work. They are full of people who are passionate about their work. They are full of people who are committed to their work. They are full of people who are dedicated to their work. They are full of people who are proud of their work. They are full of people who are happy to work for them. They are full of people who are motivated by their work. They are full of people who are inspired by their work.

It is a colorful experience. From the moment you enter the building, you are greeted by a warm and friendly atmosphere. The staff are always ready to help you, and they are always willing to go the extra mile. They are full of people who are passionate about their work. They are full of people who are committed to their work. They are full of people who are dedicated to their work. They are full of people who are proud of their work. They are full of people who are happy to work for them. They are full of people who are motivated by their work. They are full of people who are inspired by their work.

Although such departments are still lamentably thin on the ground, they are increasing in numbers. The attention focused on their work by the DOD's Young Engineer for Britain Competition, the Design Council's Young Engineer for Britain Competition, and the Design Council's Young Engineer for Britain Competition, has gone a long way to make the subject better known and more academically acceptable. But limitations of resources, teachers' money and in-service training courses, to cope with the constantly expanding body of knowledge (especially at the technology end of the spectrum) make progress slow.

The marvelous thing about the sixth form projects is that for the

bright pupil the sky's the limit. The problem is that as far as the staff are concerned, it's more like the existing universe. Thus, Mr. Molloy, a hard-headed head of department at Orange Hill School, who has suddenly found that no less than four projects had been accepted for the finals of "Young Engineer", and that all had to be brought to a state of exhibition readiness together.

But leaving aside the clamour of television and press coverage, what makes the staff so enthusiastic? From any point of view it is an immensely satisfying subject, a real dialogue takes place between teacher and pupil. A far cry from many classroom situations.

"I enjoy this subject more than most," said a very academic 13-year-old at Cliffe Middle School near Rochester. "I like working with wood, metal and plastics, and I particularly enjoy being able to research and produce my own design. It has been my most exciting project so far because I have been able to get out to talk to real scientists and engineers about my design problem."

He went on to spend half the afternoon with a Rolls Royce engineer, part of the Design Council's plan to bring together the schools and industry. Needs have been drawn up and text books, they mullied over his plan to construct kinetic energy into electricity by using pressure pads situated in the road surface near junctions or tunnels.

The enjoyment of practical subjects is not restricted to the "thick" retarded the grammar school ethos insist on believing as if it were so. Far too many upper stream children still have to choose between CDT and a language or science. Just one more way in which the schools fail



A 13-year-old at Cliffe Middle School, Kent, discusses her School Design Prize entry with a Rolls Royce engineer.

short of the demands of the real world. We need, urgently, wide-based courses able to develop practical talents in all pupils, giving craft skills to tomorrow's apprentices, communication skills to the scientist and engineer, and confidence to deal with technology to the administrators. Above all, we need people with flair and design skills.

Our European partners, notably the Italians and Germans, have won the reputation for design which was once associated with British industry. A significant factor in their success must be the recognition which they give to practical education in general and design engineers in particular. It is not really surprising that spokesmen for all levels of industry, the DES and OECD are combined to urge schools to dismantle CDT for all children from 11 to 16.

But CDT is not craft, or design or technology in isolation, and many schools, even those already equipped with workshops and craft teachers, are deterred by this amorphous intangible combination. The older generation of wood and metal workers generally feel unwilling to undertake the demanding new syllabus and the new, one-year retrained teacher still lacks the teaching and housekeeping skills essential for a smooth initiation.

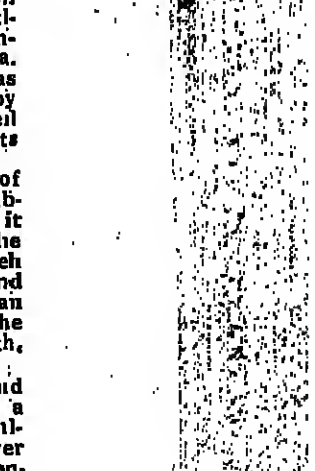
How then to set up a design department? In the absence of successful units have been built up from scratch based on the art department. For a start art teachers are well rehearsed in the design process and though they tend to be a bit eclectic about what is essentially a common sense, practical approach to problem solving, still

they are unlikely to recommend "doing it by numbers". The cooperation between artist and craftsman is essential and needs to be of the most understanding order. Artists have a distressing habit of stirring the paint with the chisels, craftsmen of failing to appreciate that the right line might only be found intuitively. A lot of give and take is called for. With luck the science staff will ultimately be enrolled to bring the "as well as the C and the D".

If you have a craftsman, a compatible artist, and a newly qualified CDT teacher, you are on your way. Visit several of the thriving design-based units and if you come across a try to ignore the "design versus technology" argument. As the best

schools have already shown, it is nothing to be afraid of. Read the CDT in Schools - some examples to gain an impression of the scope of the subject. Design and Technology in the School Curriculum, and for the background, see the Design Council publication, Design and Technology in the School Curriculum, which comes up to date.

1810



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endpage

History is story

Elisabeth Henry samples a handful of modern studies of ancient history and finds both changing criteria and slipping standards

The Punic Wars. By Brian Caven. Weidenfeld and Nicolson £12.95. 297 77633 9.

The Living Past of Greece. By A. R. and Mary Burr. The Unicorn Press, 65 Bobbie Lane, London NW3 5JZ. £9.95. 906969 32 6.

The Battle for Gaul. By Julius Caesar. Chatto and Windus £7.55. 7011 2504 7.

The Prehistory of the Mediterranean. By D. H. Trump. Allen Lane £7.95. 7139 1304 5.

The Greeks Overseas. By John Boardman. Thames and Hudson £12.00. 500 25063 3.

Ancient Slavery and Modern Ideology. By M. I. Finley. Chatto and Windus £8.50. 7011 2510 1.

Early Greece. By Oswyn Murray. Harvester Press £14.50. 85527 640 1.

Roman Literature and Society. By R. M. Ogilvie. Penguin £1.95. 14 02 2081 X.

History is story (or so it sounds): even 50 years ago almost all history was narrative. Its merits were thought to be veracity, lucidity, and vividness of style which could express the "spirit of an age". So Livy said that when he wrote of early Rome his own consciousness became "antique": while Carlyle described the French Revolution as uniquely hectic and orotund prose.

All this has changed; in no history more than the Ancient. Readers do not now expect to be admitted into a Secret Garden by the unfolding of a tale. Some tales, of course, are worth retelling: and these have been vigorous popular narratives such as Leonard Cottrell's, but without Cottrell's verve and sharpness of outline, narrative is no longer enough.

The new account of the Punic Wars for "the general reader" by Brian Caven is in the tradition of Henderson or Grundy, but less stimulating than they were. The anecdotal narrative includes all three Punic Wars: few books do this. Military affairs occupy Caven's attention; rather than social or political, his story is local and astonishingly flat. Polybius's more detached account is often preferred to Livy as main source. Yet some events—the battle of Trasimene, for example—we might think inherently charged with emotional intensity; in Caven they become quite ordinary.

In the last few pages there is an appraisal of the Punic Wars' significance for Europe. "It was beneficial for humanity that Rome was able to survive." Carthage was selfish and corrupt, Rome the standard-bearer of higher civilization. These categorical judgments are not what we lack when we complain that narrative is not enough.

Colour plates and high quality cartography are not essential either, though they do often attract today's "general reader", who is more

likely than formerly to know the Mediterranean landscape or to have seen original vase-paintings. The Living Past of Greece is for those who want to give time to the historical details of ancient sites. There are no colour-plates, but very good maps and ground-plans. The arrangement is generally chronological, but with efficient indexing for travellers. The easy style, sometimes almost chatty ("what a tale for a film!" on the discovery of the Venus de Milo), should not mislead anyone into thinking this "just another guide-book".

The present emphasis on the visual is not simply the result of advances in transport or photography. It has arisen mainly because archaeology has developed both technically and quantitatively to transform our whole understanding of certain periods and cultures, and we now know that new discoveries may do this again at unforeseen points. One need only mention "Rome's Troy".

Characteristically, the admirable version of Caesar's *Gallia* War, by two Latinists, has an introduction partly by an archaeologist (Barry Cunliffe) who also selected illustrations. These include aerial photographs, relief maps, and reconstructions such as Caesar's Rhine bridge; unusual objects are evaluated as evidence, as well as identified. Thus an iron anchor, found at Bithury, Dorset, is shown beside a map marking discoveries of types of pottery and coins on both sides of the Channel, with trading routes in both directions. This is inserted at the opening of the campaign of 56 in Britain. It is a fair example of the way Caesar's book is presented—as a source of literary and archaeological evidence in continual close relationship.

The introduction reminds us of how Cicero described Caesar's purpose: "he intended to provide material for others to use in the writing of history". Not, surely, for a narrative of Gaul's conquest—no one is likely to better his own—but for studies of Romano-Celtic relations, perhaps, or methods of warfare.

Historical studies dealing with a topic rather than a period have until recently been more customary in France than in England. Historians after all do not sound like poets or romans; so the French are less likely to forget what the word does mean, namely coherent knowledge gained by enquiry, the Greek historian. Stories are a branch of history, not vice-versa. Many recent studies depart from chronology altogether, using the descriptive, comparative methods of Aristotelian "natural history".

The *Prehistory of the Mediterranean deals with questions which span large areas and stretches of time which cannot be precisely dated. What Trump looks at is the pattern of farming, or burial customs, "the pattern I have chosen, not the only possible one, is of interplay between wide diffusion and narrow regional specialization". Although no individuals emerge in this remote age (at least not until the Knossos Snake-goddess), this book has the sense of humanity in it.*

The revised *Greeks Overseas*, an authoritative work since 1964, includes more enlarge-

ment in the chapter *The Nature of the Evidence* than anywhere else. The explanation, for instance, of why stylistic sequences in pottery are valuable in the general historian is exact and vivid. The complicated subject is handled by geographical areas. This is often an intimidating volume: Greek temples in Sicily we expect, but tombs beside the Dnieper, and Assyrian motifs in seventh-century art? Some students will read Boardman from start to finish, but most will probably value his book for its wealth of reference and aim for bedside reading—since Greek colonization is full of oddities beyond invention.

To see a master at work in the demanding discipline of modern historical study, one turns with something like awe to *Ancient Slavery and Modern Ideology*. This short book is far from easy reading, and has no illustrations of any kind. Developed from four lectures given in France in 1978, it embodies Finley's lifelong work on slavery: its origins as basis of economic life (as distinct from a recurrent feature of war) and its decline. This information is continuously related to judgments made upon it, especially by Marxists and anti-Marxists since the "prestigious" omnipresent, and often "absurd" Eduard Meyer.

What is most valuable here is the demonstration of how a scholar can survey one element in ancient society, moving across old subject-boundaries, aware of the contexts in which earlier judgments were made, and using all kinds of evidence from manumission-inscriptions to Plautus dialogue or tenancy-contracts in the Theodosian Code. The mastery of unfamiliar material is perhaps most impressive in the last lecture, on the rudiments of feudalism. The change to the ethos and organization of Roman labour was gradual, uneven, and unconnected with any humanitarian movement, Christian or pagan.

The theme "Slavery and humanity" occupies Finley's third lecture. Though he does not aim at any recreation of a bygone world, such a world does come to life in his terse commemoration of Roman slaves who lived always totally subject, legally kinless, entitled to testify only after torture, sexually available to their owners, and yet accorded burial in ground religiously low, like the graves of free men. Finley's spare style eloquently expresses his awareness of the moral issues (far from simple). His English is arresting, too; not least in what seem to be coinages, such as "undeservably", "discussants" (not "discutants"?) and the devastating "climactericosis".

Finley's pungency is his own, rather than a colouring taken from his drama like Sir Ronald Syme's perhaps when he writes about Tacitus. Most historians now write a faceless prose, dateable by its constant use of the passive ("fragments were found...") and impersonal forms ("it says much for Greek

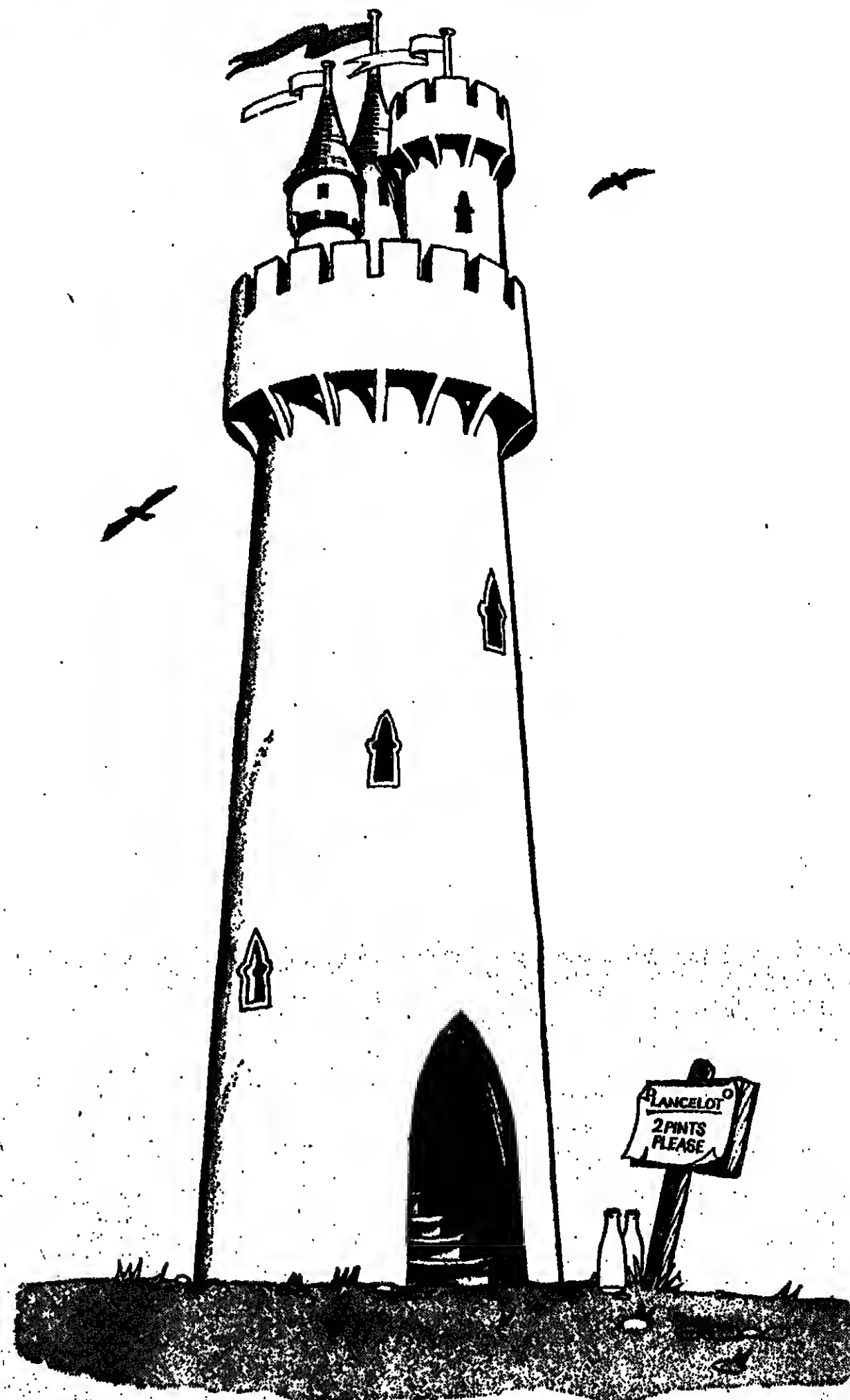
persistence that..."). These from a man, opened at random. The special "express the age" seems to have even Oswyn Murray can use phrases "political viability" and "culture".

Early Greece belongs to the indigenous Pausanias history of the Ancient World which Murray is general editor. This ambitious attempt to survey the whole showing what the evidence is and the particular problems of interpreting it is a period. Murray deals with the transition of the Hellenic world after the Age when Troy and Mycenae were ruins. He insists that the Eastern Hellenism can be understood only as a reaction can be understood only as a reaction and an orientating influence. So, toms, and cultural interchanges in Murray perhaps more than anything else one sees by comparing his chapters on colonization with parallel series Boardman (e.g. Murray pp 113-8 on the foundation from Thucydides pp 153-7; Murray cites fewer legends, but some of his most interesting Boardman leaves out, such as the Settlers' Oath: "whoever is unclean soil, when he has been sent by the gods, be liable to the death penalty..."). None of these books, except Caven's, explicit moral judgments on the past—in contrast to the ancient historians, who wanted to immortalize good and hold the bad up to the R. M. Ogilvie's book is literary history sociological emphasis (what sort were Lucian's readers? What is or lyric—or history—convey to a senator, or to a cosmopolitan like Lucian's day?). Ogilvie reminds us that written history is the product of curiosity and Italian moralism. For many today believe that their help men to improve their conduct, ing precedents to follow or avoid. It is to put the ancient belief to the Greeks and Romans believed that written with veracity, clarity, and plishment would inevitably enable to apprehend the past with more intellectual understanding. It is much to claim for history today? It is too much for Murray's book, or Finley's.

In a TES article (April 11) John suggested that the much emphasized historian's skills might be actually in producing a shallow translation of the heart at the moment Sources say..."). The way to danger surely is to offer direct copies (as well as sources) writing by a creative mind. The books reviewed presuppose some factual knowledge familiarity with broad historical at the elementary level, too, we need books which will use the approach suggested by this collection of ancient for 1980.



Roman soldier: a relief from Magonza, Italy.



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AREA CAREERS OFFICER

£7,026-£7,467 (under review)

Applications are invited from suitably qualified and experienced Careers Officers for the post of Area Careers Officer. The Officer appointed will be a team leader responsible for the work of a group of Careers Officers based at one of the Careers offices in the Borough.

Duties will include the overall development of careers programmes and the provision of careers information and vocational guidance in a group of schools; furthering relations between schools and industry by visits to employers; canvassing vacancies and advising employers about developments in education.

Consideration given to assistance with removal and relocation costs, temporary housing and 2-homes allowance.

Application forms and further details available from The Director of Education, PO Box 55, Civic Centre, Silver Street, Enfield, Middlesex, to be returned within 10 days of the appearance of this advertisement. Please contact Miss J. Hunter (01-368 8565, ext. 2738) for further information.

Education Department

CAREERS
OFFICER

(Post E444)

Salary AP 8/4 £4,581-£5,784 per annum

Applications are invited from suitably qualified candidates to join a team of Careers Officers working from the Southern Area Education Office in Ipswich. The successful applicant will undertake the full range of a Careers Officer's duties.

Application forms and further details (please send a stamped addressed envelope) are obtainable from the Southern Area Education Office, Bond Street, Ipswich IP4 2JR, to whom they should be returned by 31 October 1980.

Suffolk County Council

OVERSEAS
Appointments
continued

MALAWI

PRIMARY SCHOOL TEACHERS

Applications are invited from suitably qualified persons to fill vacancies in primary schools in Malawi.

For details and application forms, please apply to the Malawi Education Officer, PO Box 909, Lusaka, Zambia.

SOUTHERN SPAIN

GRADUATE TEACHERS

Applications are invited from suitably qualified persons to fill vacancies in secondary schools in Southern Spain.

For details and application forms, please apply to the Spanish Education Officer, PO Box 909, Lusaka, Zambia.

ITALY

GRADUATE TEACHERS

Applications are invited from suitably qualified persons to fill vacancies in secondary schools in Italy.

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SWITZERLAND

ST. GEORGE'S SCHOOL FOR GIRLS

Applications are invited from suitably qualified persons to fill vacancies in the school.

For details and application forms, please apply to the Swiss Education Officer, PO Box 909, Lusaka, Zambia.

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Bedfordshire Education Service

Chief Inspector

Scale: Burnham Group 12

(£15,462 to £16,470 at present)

required from March 1981, or later by arrangement

Applications are invited for this post as Head of the

Dates with broad experience at Service Manager level, either in the education service or within schools.

The person appointed will be a member of the Education Management Team and will have the opportunity of making a distinctive contribution to the development of the Bedfordshire Education Service.

The post qualifies for an essential one-year allowance and the Authority also operates a career scheme. Approved removal expenses paid.

Application forms and further details obtainable from D. P. J. Browning, MA, Chief Education Officer, County Hall, Bedford MK42 8AP, or telephone Bedford 6022 extension 248. Closing date: November 3, 1980.

For details and application forms, please apply to the Bedfordshire Education Service, County Hall, Bedford MK42 8AP, or telephone Bedford 6022 extension 248. Closing date: November 3, 1980.

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